Gandhi Memorial College Of Education Bantalab Jammu

REPORT OF THE CURRICULUM DEVELOPMENT CENTRE IN

EDUCATION

UNIVERSITY GRANTS COMMISSION
NEW DELHI

989

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1.0 PREFACE

Curriculum is the point of contact between the intentions which initiate educational reform and the reality of the teaching-learning encounters, which ultimately determine the success of the changes attempted. A well developed curriculum has been accepted as the most potent instrument of educational reconstruction, which can justify and contribute to the meaning and possibilities of the total system. Against this description, planning a curriculum in any discipline becomes a complex and a highly professional activity.

When identifying teacher education as one of the critical areas for focussed attention, the National Education Policy and the Programme of Action documents have unmistakeably identified the teacher as the most important change agent, and teaching as the critical input required to achieve the goals set out in the policy statement. When interpreted totally it is possible to expect teacher education that is well planned and effectively implemented, to bring about the articulation of a national system of education. To make this linkage happen, systematic study and new efforts are required, for the documents have also described the present teaching at the different levels of education as unsatisfactory and pointed out the urgent need to revamp teacher education. In this context and at this juncture, to provide a curriculum build up for teacher education at the national level cannot be an easy or a well-defined task.

The establishment of Curriculum Development Centre by the U.G.C. for preparation of a model curriculum in each subject and the guidelines formulated have, however, provided a facilitating situation. The several weaknesses identified with many curriculum development attempts, need not be present here. The curriculum "inertia" which acts as a drag on new approaches can also be nullified, for the new curriculum is not expected to be a palimpsest. It can be an alternative. The programme is institutionalised because of the initiating

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agency. The guidelines and framework make it change-oriented. Feedback and evaluation are built in by the very nature of its format. It then becomes the responsibility of the committee to see that the new curriculum is an improvement.

The Committee for development of the model curriculum in Education (Post-Graduate Level) was acutely aware and keenly sensitive to the demands and responsibilities of the task it was entrusted with, and has attempted to develop the curriculum for teacher education at the Post-Graduate level taking into consideration the national goals of education and of development, the issues concerning human resource development, the requirements of the discipline, and the unveven nature of actual conditions. The professional nature of the course, the different categories of personnel who have to be accommodated and the need for providing a strong research and teaching basis for the discipline also weighed with the members. The Committee was always conscious that the curriculum in education has to satisfy all the important criteria of evaluation even more than in other disciplines, as the attempt here is to translate through its structure the very principles the curriculum embodies in its own content.

Two different models for the structure of the Master's degree programme have been presented, for consideration and adoption by different Universities, keeping in view their local conditions, needs, requirements and resources. The Committee was aware that in a large country like ours with its rich diversity and pluralities, developmental, regional and sectoral imbalances and discrepancies, one uniform model may not be desirable.

Keeping in mind the present degree programmes, viz., B.Ed., M.Ed. and M.A. (Education), the need to avoid anomalies and confusions, the complementary nature of the 'liberal' and the 'professional' in education and strengthening and enriching the foundations, specialisation and research component of the educational studies, the Committee has recommended the duration of the Master's degee programme to be lengthened to two years.

The Committee was of the opinion that the objectives of the Master's course could be widened. In addition to

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(a) develop leadership in the field of education (b) produce worthy teacher educators (c) produce good administration in education (d) promote innovation practices, the objective of (e) to produce trained teachers at the different levels of education, has also been added.

i The status report of the existing situation in the country with respect to post-graduate teaching in the discipline of xxix Education and the critiques of the different papers prepared i by the Committee provided the bases for the changes made in the content. The guidelines specified by the U.G.C. deter- iii mined the framework, " The major task of such centres", the guidelines state, " would be to undertake a critical review xviii of the existing syllabi and courses of study at different levels and to suggest measures for modernising the same and restru- viii cturing them to unit courses, besides developing alternative models emphasising different aspects of study of the subject ii concerned". The interdisciplinary nature of the discipline of education has been emphasised in the core papers. At xxii the same time the concept, principles and methodologies have been interpreted and rephrased to make their application to v the process of eduction direct and relevant. The work done in the different areas in India have been incorporated into the content thereby correcting the bias towards Western influ- v ence, evident in several of existing syllabi that were analysed.

The number of areas for specialising have been increased i to provide specially trained personnel for roles which were considered as adjuncts, but are now realised as essential for facilitating the process of teaching and learning. The xvi Master's degree programme also gives opportunities to extend the role of the personnel in the field of education into a large number of emerging areas. The syllabi for several papers grouped as special studies have been framed.

ii The classified readings provided are exhaustive. By virtue of the national composition of the committee, and special xxxiv effrots made by the Curriculum Development Centre, it has been possible to utilise the library facilities of the Depart- i ments of Education of several Universities and National Insti- tutions in the country. It is hoped that the textual materials vii of the curriculum reflect this utilisation of wide resource.

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To incorporate the challenges and changes of a fast moving society and to reflect the new methodological possibilities, the committee has attempted to move away from the traditional subject-based approach to a system-based process. A definite attempt has been made to make decisions on components of the curriculum in a logically determined sequence and yet to make it an interlocking network through constant feedback at each decision making stage. The presentation of the curriculum in modular form, while it entitled a great deal of effort, also made it possible to closely scrutinise the whole curriculum and to subject it to long discussions. It is hoped that from this process a dynamic curriculum has emerged which when subjected to debate by professionals may not falter in theory, in content and in action.

The generic nature of the origin of the curriculum however has to be accepted. There could be gaps between national guidelines and classroom practices in the context of divergent situations characteristic of a vast nation. The opinions of a large number of experts from all over the country have been obtained by the Curriculum Development Centre at different stages of curriculum development. An awareness of curriculum change has thereby been communicated. It now remains to draw up, with care and with foresight, a well programmed plan for implementation which will minimise the gaps, and hopefully prevent them. Suggestions pertaining to the agencies, modalities and materials for a comprehensive and coordinated implementation programme have been provided in the report.

The range and content of subject matter cannot determine the scope of the curriculum. The learning performances and behavioural dispositions expected are critical inputs. Values, social attitudes, cultural traditions and range of skills anticipated are required to make it wide and balanced. The committee often felt the uneasiness of arriving at a national curriculum because of (1) the nature of the discipline and its aims, (2) the need to reconcile philosophical bases, sociological considerations and psychological theories and (3) the difficulties anticipated in administration, in orientation of personnel, in provision of physical facilities and in establishing several channels of communication. A National Curriculum Development Centre supported by a number of

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Regional Curriculum Development Centres to monitor the implementation and evaluate the curriculum in action drawing upon the service of the Committee members and of other experts, as required, is an important recommendation in the report. The orientation programmes envisaged for teachers is also outlined.

The work of curriculum development is completed only when the curriculum enters the classroom. The effort, interest and initiative of a much wider group are required. Change is not effected by direction, only through participation. The Committees has asked a series of questions and provided answers as dictated by its understanding. The reactions to the curriculum will alone determine its potentialities, and initiate the process of curriculum evaluation, which is the starting point for curriculum development all over again. The curriculum will then be dynamic and not static, flexible and not rigid,and will incorporate movement and change. This continual debate on the curriculum is the intention and expectation of the committee.

Dr. Vasantha Ramkumar,
Prof. & Head, Dept. of Education,
Dean, Faculty of Education,
University of Kerala.

National Co-ordinator,
U.G.C. Curriculum Development Centre.

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विश्वविद्यालय अनुदान आयोग
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नई दिल्ली - ११० ००२
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI - 110 002

Dear Vice-Chancellor,

The Commission has taken up a programme of developing curriculum in different subject areas through Curriculum Development Centres located in the University system. These Centres undertook the task of developing and modernising the curricula and courses. The Commission received the reports from the Centres and they were discussed by the Expert Groups. The proceedings of the discussions are appended at the end of each report.

I hope that these documents will be of significant importance to the various University academic bodies. If there are any suggestions that the University wishes to make on these reports it will be appreciated if the same are communicated to Curriculum Development Centres for further follow up action.

With regards,

Yours sincerely,

(S.K.KHANNA)

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REPORT OF THE
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IN
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1(I)

Reference Book

DEPARTMENT OF EDUCATION

UNIVERSITY OF KERALA

TRIVANDRUM

UNIVERSITY GRANTS COMMISSION

NEW DELHI

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Yash Pal
CHAIRMAN

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बहादुरशाह जफर मार्ग
नई दिल्ली-११० ००२
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI - 110 002

FOREWORD

The Curriculum Development Centres Programme was taken up by the University Grants Commission in order to promote excellence in teaching at under-graduate and post-graduate level. All the Universities through their Academic bodies have been continuously doing this exercise. This one is an exercise at the national level through many experts drawn from all over India. This document prepared by distinguished academics was discussed again by a larger group in an intensive seminar, the proceedings of which are also appended at the end of this document. The document contains the course contents for each unit, lecture schedule, broad outlines of tutorials, problem solving exercises, practical and project work etc.

It is hoped that Colleges and Universities would be benefitted by this report and would discuss the same in their academic bodies for its adoption wherever appropriate. The Curriculum can never be static and must always change as the frontiers of knowledge expand with time. Update and restructuring must continue to enhance the quality and standards of education. Because of this activity, it is our hope, that all the institutions of higher education would be benefitted and helped to achieve a more exciting pattern of education. Some degree of uniformity of levels would also encourage mobility among students.

(Yash Pal)

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2.0 ACKNOWLEDGEMENTS

Curriculum theorists and planners have all termed as a rare opportunity a situation when a serious attempt has been made to establish national educational goals and to offer them to the professional educators as the basis for curriculum development. The framing of the National Policy of Education and the initiative taken by the U.G.C. in preparing new model curricula through the establishment of Curriculum Development Centres, have together created this opportunity for higher education in India.

The members of the National Committee for Curriculum Development in Education congratulate the U.G.C. for responding to the long-felt need for a co-ordinated programme for curriculum preparation, and express their sincere thanks to the Commision for the opportunity to participate in this meaningful exercise.

The University of Kerala acknowledges the recognition and records its thanks to the U.G.C. for identifying the Department of Education as the Curriculum Development Centre in Education, for sanctioning adequate financial assistance and extending all needed support.

The Department of Education, is thankful to the U.G.C. for giving it the opportunity of functioning as the U.G.C. Curriculum Development Centre in Education, and looks forward to continued work in collaboration with the U.G.C. in the area of Curriculum Development.

The report and the materials prepared summarise the work of the Committee. It is my earnest hope that the document also reflects the sincere involvement of all the members, the impact of their long years of experience in the field of education, their interest and concern in the future of higher education, as also the long hours of deliberation and deep study, and willingness to extend the work of the Committee to their place of work, in spite of other duties and pressures. It is my duty and my pleasure as the National Co-ordinator to record here my grateful thanks to each member of the Committee, for their unstinted efforts, whole hearted co-operation and willing support which made this document possible.

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I also acknowledge with thanks:

the U.G.C. for according me the privilege of functioning as National Co-ordinator in Education, and the concerned officials of the Commission for the co-operation extended.

the large number of teacher educators who responded to our requests for materials and information.

my collegues in the Department of Education whose involvement, interest and assistance was a source of confidence.

the administrative staff of the Department for their assistance.

the typists Smt. K. Anandavalli Amma and Mr.M.Monikantan for their painstaking work.

My work as National Co-ordinator was lightened to a great extent by the competent assistance, sincere acceptance of responsibility, and methodical execution of work entrusted, by Mr. Koshy P. Chacko, Research Associate, Curriculum Development Centre. I was willingly assisted by Miss.T.M. Mollykutty, Research Scholar, Department of Education in all the tasks. I record here my appreciation of the long hours of work they have put in and their dedicated commitment to their duties and express my thanks for their efforts.

I can aver that for all of us associated with the Curriculum Development Centre, because of our commitments in the field of teacher education, the work was self motivating and the rewards inherent in the task.

Dr. Vasantha Ramkumar,
Prof. & Head, Dept. of Education,
Dean, Faculty of Education,
University of Kerala.

National Co-ordinator,
U.G.C. Curriculum Development Centre in Education.

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Gandhi Memorial College Of Education Bantalab Jammu

3.0 CONTENTS

1.0	PREFACE	v
2.0	ACKNOWLEDGEMENTS	ii
3.0	CONTENTS	iii
4.0	REPORT	1
4.1	Setting up of Curriculum Development Centre	1
4.2	Operational Details	1
4.3	Terms of Reference of the Committee:UGC Guidelines	2
4.4	Constitution of Committee for Post-Graduate Level	2
4.5	Curriculum Development Committee: Post-Graduate Level	2
4.6	Committee Meetings	4
4.7	Experts Consulted	4
4.8	Participation of Faculty of Department of Education, University of Kerala.	5
5.0	TERMS OF REFERENCE - I	6
5.1	Preliminary Tasks at Curriculum Development Centre	6
5.2	Compilation of Data	6
5.3	Preparation of Consolidated Syllabi	6
5.4	Reports prepared by the Curriculum Committee	6
5.4.1	Status Report of the Master's Degree Programmes Offered in Indian Universities.	8
5.4.2	Critiques on Existing Syllabi for Core Papers 1. Philosophy of Education, 2. Sociology of Education, 3. Educational Psychology, 4. Educational Research and Statistics.	12
5.4.3	Annexures Completed	17
5.4.4	Annexure - I	18
6.0	TERMS OF REFERENCE - II	25
6.1	Purpose of framing Curriculum for Teacher Education	25
6.2	Linkages between the Curriculum and Human Resource Development (HRD)	25

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

7.0	TERMS OF REFERENCE - III	27
7.0.1	Existing Models	27
7.0.2	Suggested Models	28
7.0.3	Electives	29
7.0.4	Rationale for Suggested Model - I	31
7.0.5	Rationale for Model - II	35
7.1	TERMS OF REFERENCE - III(a)	37
7.2	TERMS OF REFERENCE - III (b)	40
7.2.1	Core Papers Identified	41
7.2.2	Syllabi of Core Papers	42
7.2.3	Electives	66
7.2.4	Steps in framing the Curriculum	67
7.3	Preparation of Syllabi as Modules	68
7.3.1	General Format for Modules	68
7.3.2	Approach, Thrust and Strategies	69
7.4	Modules of Core Papers	72
7.4.1	Philosophical Foundations of Education	72
7.4.2	Sociological Foundations of Education	109
7.4.3	Psychological Foundations of Education	146
7.4.4	Methodology of Educational Research	180
7.5	Syllabi of Electives - Vol.1(b)	225
8.0	TERMS OF REFERENCE - IV	321
8.1	Suggested Readings for the Core Papers	322
8.1.1	Philosophical Foundations of Education	323
8.1.2	Sociological Foundations of Education	332
8.1.3	Psychological Foundations of Education	346
8.1.4	Methodology of Educational Research	366
8.2.1	List of Indian Journals Suggested	376
8.2.2	List of Foreign Journals Suggested	379
9.0	TERMS OF REFERENCE - V	385

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

10.0	TERMS OF REFERENCE - VI	388
10.1	Experts for conducting the Orientation Programme/ Directors of the Refresher Courses	389
10.2	Institutions where the programme should be conducted	390
10.3	Networking Arrangements	390
11.0	RECOMMENDATIONS	391
11.0.1	RECOMMENDATIONS IN BRIEF	402
12.0	APPENDICES	155

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4.0 REPORT

NATIONAL CURRICULUM DEVELOPMENT COMMITTEE: P.G. LEVEL
U.G.C. CURRICULUM DEVELOPMENT CENTRE IN EDUCATION
DEPT. OF EDUCATION, UNIVERSITY OF KERALA
TRIVANDRUM

National Co-ordinator:

Dr. Vasantha Ramkumar,
Professor & Head, Dept. of Education,
Dean, Faculty of Education,
University of Kerala

4.1 Setting up of Curriculum Development Centre.

The University of Kerala accepted the invitation from the U.G.C. to participate in the Curriculum Development Programme for Undergraduate and Post-Graduate levels in he different disciplines. Curriculum Development Centre for preparation of model curricula for the discipline of Education at the Post-Graduate level and Under-graduate level was sanctioned for the University of Kerala and started functioning in the Department of Education, University of Kerala with Dr. Vasantha Ramkumar, Professor and Head, Department of Education, and Dean, Faculty of Education, University of Kerala as National Co-ordinator with effect from September 22, 1986 (Telegram dated 12th March, 1986, 3rd July, 1986 and letter D.O. No.F.2.19(Edn.)/85 (CDC) Appendix I).

4.2 Operational Details

The guidelines of the U.G.C. specified that the Curriculum at the Post-Graduate level was to be framed by a group of experts drawn from among such University Departments which have already shown positive evidence in their capability to update the curriculum. The University faculty members drawn from different regions of the country and representing different

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sub-discipline of a main discipline and potential employers were to be involved in the curriculum development programme.

4.3 Terms of Reference of the Committee: U.G.C. guidelines

1. The committee will examine the existing curriculum in the respective subjects of different Universities in the country in terms of quality as well as workload.

2. The committee will examine how the new curriculum would promote human resource development and identify areas which are crucial to make education meaningful in the task of national development.

3. The committee will devise a model curriculum which will be relevant to the requirements of the country.

4. The Committee will suggest textual materials which would be required to follow the new curriculum.

5. The Committee will suggest ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.

6. It should also indicate how the teachers are to be trained in order to impart education according to the revised curriculum.

4.4 Constitution of Committee for Post-Graduate Level

Eleven specialists in the discipline from different Universities were invited to be members of the Committee on the basis of their long experience and expertise in the field of education. Two members were co-opted from the Curriculum Development Centre.

4.5 Curriculum Development Committee: Post-Graduate Level

1. Prof. A. Sukumaran Nair, Pro-Vice Chancellor, University of Kerala, Trivandrum. (Former Professor and Head, Department of Education, and Dean, Faculty of Education, University of Calicut).

2. Prof. D.B. Desai, Centre of Advanced Studies in Education, M.S. University of Baroda, Vadodara-390002.

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3. Prof.R.N. Mehrotra, Central Institute of Education, University of Delhi, 33, Chhatra Marg, Delhi-110 007.

4. Prof. P.R. Nayar, Department of Education, University of Mysore, Manasa Gangotri, Mysore-570 006,

5. Prof. Lokesh Koul, Department of Education, Himachal Pradesh University, Shimla-5.

6. Prof. K.L. Pandit, P.G. Department of Education, Nagpur University, Law College Campus, Amravati Road, Nagpur-1.

7. Prof. S.N. Singh, Department of Education, Banaras Hindu University, Varanasi.

8. Prof. S.C. Sharma, Department of Education, Andhra University, Waltair, Andhra-530 003.

9. Prof. Ramjee Prasad Singh, Professor and Head and Dean of the Faculty of Education, Patna University, Patna - 800 004.

10. Prof. L.C. Singh, Department of Teacher Education, NCERT, Sri Aurobindo Marg, New Delhi-110 016.

11. Prof.(Miss) M.D. Bengalee, Vice-Chancellor, University of Bombay, Bombay.*

12. Mr. P.I.A. Karim, Reader, Department of Education, University of Kerala, Trivandrum-695 012.

13. Dr. M.S. Gomathy Ammal, Reader, Department of Education, University of Kerala, Trivandrum-695 014.

14. Prof. Vasantha Ramkumar, Department of Education, University of Kerala, Trivandrum-695 014.- Co-ordinator, Curriculum Development Centre.

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* Dr.(Miss.) Bengalee was not able to attend the meetings of the Curriculum Committee due to unavoidable circumstances.

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4.6 Committee Meetings

The Committee met five times at the Department of Education, University of Kerala.

First meeting : 3rd to 6th Dec., 1986.

Second meeting : 3rd to 6th March, 1987.

Third meeting : 20th to 27th June, 1987.

Fourth meeting : 3rd to 8th August, 1987.

Fifth Meeting : 14th to 19th Dec., 1987.

The second meeting was a joint committee meeting with the under-graduate committee to discuss modes and problems of articulation of the two courses.

The Report of the meetings as confirmed at the fifth meeting are given as Appendix 2.

4.7 Experts consulted

The draft syllabi were sent to the following experts for their comments:

Prof. M.Abu Baquer, Jamia MIllia Islamia, New Delhi; Prof. S.T.V.G.Acharulu, Regional College of Education, Bhopal; Prof. Y.P.Aggarwal, Kurukshetra University, Prof. S.P.Ahluwalia, Sagar University; Prof. Arati Sen, Viswabharati University; Prof. Hemelatha Swaroop, Kanpur University; Prof. Iswara Reddy, Osmania University; Dr. D.Joshi, Jamia Millia Islamia, New Delhi; Prof.J.N.Joshi, Punjab University; Prof. C.L.Kundu, Kurukshetra University; Dr. Lokesh K.Verma, University of Jammu; Prof. S.S.Mathur, Punjab University; Prof. V.S.Mishra, Gorakhpur University; Dr. H.N.Majoo, Lucknow University; Prof. S.K.Pal, Allahabad University; Prof.K.C.Pande, Regional College of Education, Bhuvaneswar Prof. S.N.Panda, Regional College of Education, Orissa; Prof. H.N.Parimoo, Kashmir University; Prof. Pushpita John, Retd. Professor of Education, University of Kerala; Prof. J.K.Pillai, Madurai Kamaraj University; Dr. P.N.Rai, R.B.S. College of Education, Agra; Prof. Renudevi, Gauhati

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University; Dr. S.Roy, M.S.University of Baroda; Prof. S.P.Ruhela, Jamia Millia Islamia;Prof. C.Seshadri, Regional College of Education, Mysore; Prof. A.S.Sethi, Sri Sathya Sai Institute of Higher Learning,Andhra Pradesh, Prof. G.B.Shah, South Gujarat University; Prof.J.C.Sharma, Maharshi Dayanand University, Haryana; Prof. M.K.Sharma, Dibrugarh University; Prof. S.N.Sharma, Patna Trg.College Bihar; Prof.T.R.Sharma, Punjabi University; Dr. R.J.Singh Lucknow University; Dr.K.Sivadasan Pillai, University of Kerala; Prof. Sivarudrappa, Karnatak University; Prof. K.Soman, Calicut University; Prof.T.S.Soundara Raja Rao, Coimbatore; Prof.R.P. Varma, Banaras Hindu University; Prof.C.L.Vashin, University of Kashmir; prof. E.G.Vedanayagam, Madras University; Dr.Venkatarama Reddy, S.V.University; Prof. M.S.Yadav, CASE, M.S.University, Baroda.

4.8 Participation of Faculty of Dept. of Education, University of Kerala.

The syllabi of all the Universities were analysed and exhaustive draft syllabi for the four core papers were prepared by the Faculty Members of the Department of Education, University of Kerala.

The following faculty members were also involved in the preparation of modules.

1. Dr. K.R. Sivadasan, Reader, Department of Education, University of Kerala.
2. Dr. K.N. Lalithamma, Reader, Department of Education, University of Kerala.
3. Dr. Mercy Abraham, Reader, Department of Education, University of Kerala.
4. Dr. P.M. Jaleel, Lecturer, Department of Education, University of Kerala.
5. Dr. R.Sujatha Rani, Lecturer, Department of Education, University of Kerala.

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TERMS OF REFERENCE I

- Preliminary Tasks at Curriculum Development Centre
- Compilation of Data
- Preparation of Consolidated Syllabi
- Reports Prepared by the Curriculum Committee
- Status Report of the Master's Degree Programmes Offered in Indian Universities
- Critiques on Existing Syllabi for Core Papers
- Annexures Completed
- Annexure - I

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5.0 THE EXISTING CURRICULUM IN EDUCATION OF DIFFERENT UNIVERSITIES IN THE COUNTRY IN TERMS OF QUALITY AS WELL AS WORKLOAD

5.1 Preliminary Tasks at Curriculum Development Centre

Preliminary to the first meeting of the Curriculum Committee the following tasks were completed at the Curriculum Development Centre.

5.2 Compilation of Data

Requests for the scheme and syllabi of the M.Ed. Programme were sent to all the Universities which offer courses in Education (Appendix 3). The scheme and syllabi were received from 36 Universities for the M.Ed. course. (Appendix 4).

5.3 Preparation of Consolidated Syllabi

The syllabi were analysed at a workshop by the Faculty Members of the Department of Education and consolidated syllabi were prepared for the four core papers (Appendix5) which were offered by the largest number of Universities (Details attached as Appendix 6).

The consolidated syllabi were sent to all committee members prior to the first meeting.

5.4 Reports Prepared by the Curriculum Committee

The committee prepared the following reports:

1. STATUS REPORT on the existing curriculum and structure of the Master's Degree Programme in Education offered by Indian Universities.

2. CRITIQUE of existing curriculum for the four core papers.

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Gandhi Memorial College Of Education Bantalab Jammu

Annexures Completed

Separate proforma (Appendix 7) were sent to all Universities to collect details of the workload and teaching hours per unit which were not available from the prospectus received.

The details requested for by the U.G.C. on Annexures I, II, III, IV, V and VI were completed at the Curriculum Development Centre.

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5.4.1. STATUS REPORT ON THE MASTER'S DEGREE PROGRAMMES OFFERED IN INDIAN UNIVERSITIES

The Master's Degree Programme in Education is now offered in 73 Universities in India. This status report is based on information obtained from the prospectus and syllabi of 36 universities, 'The Universities Handbook of India 1985'86' (Appendix 8) and the knowledge and experience of the members of the Committee who have been associated with many Universities offering the M.Ed. course. The details prepared are presented in tabular form (Appendix 9).

This status report presents informations on:

1. Courses offering
2. Aims
3. Minimum Entry Requirement
4. Duration
5. Curriculum
6. Core Papers
7. Elective Papers
8. Optional Papers
9. Practical Courses
10. Number of hours of teaching
11. Assessment
12. Examination System
13. Dissertation
14. Viva Voce
15. Structure of the M.Ed. Course

M.Ed./M.A. Education

The M.Ed. degree is offered in the majority of Universities. M.A. Education is offered in thirteen Universities (Annexure 1). The latter course is treatedo as a professional course.

Aims of the Course

The aims of the M.Ed. Course at present are:

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a. to develop leadership in the field of education,
b. to produce worthy teacher educators,
c. to produce good administrators of education,
d. to promote innovative practies in the field of education.

Minimum Entry Requirement

B.Ed. or its equivalent is the minimum requirement for the M.Ed. course, with additional requirements varying in different Universities (Appendix 10).

Duration

The duration of the course is 1 year in all Universities except one where the course is of two years duration (vide Annexure 1). Semester system is followed in 9 Universities (Appendix 11).

Curriculum

Three core papers, two optionals and a dissertation is the pattern commonly followed for the M.Ed. Course. The alternative structure of 3 core papers and 3 electives without a dissertation is permitted in a few Universities. The dissertation could be offered in lieu of papers also. M.Ed. by dissertation only is still allowed in one University (Bombay University) (vide Annexure 1).

Core Papers

The number of core papers generally vary from 2 to 5. It can be seen that the core papers usually are Philosophical, Sociological and Psychological Foundations of Education, Research Methodology and Statistics. Eventhough the titles and content differed among Universities, the essence of corresponding papers was more or less the same (vide Appendix 6).

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Gandhi Memorial College Of Education Bantalab Jammu

Elective Papers

The number of elective papers provided by the different Universities ranges from 4 to 17 (vide Annexure 1). The electives are sometimes grouped into areas of specialisation. A few new areas have been included recently- Economics of Education, Special Education Women's Education, Early Childhood Education, Mental Hygiene and Child Guidance and Advanced Methodology of Teaching School Subjects. These are offered in very few Universities. It was seen that the titles of papers often differed, with content being similar (Appendix 12).

Optional Papers

The number of optionals offered by a candidate ranges from 1 to 4. There is an attempt at classification by groups in a few Universities (vide Annexure 1).

Practical Courses

The practical courses are mainly provided as part of particular papers. In a few Universities all papers have a practical component. The paper on Psychology has practicals in all Universities (vide Annexure 1).

Number of hours of teaching: Core and Optional Papers

It is seen that for full time course the hours per week range from 2 to 6 for each core paper and optionals. In part time course it is one hour each for core and optionals (vide Annexure 1).

Assessment

A combination of external and internal general assessment system is followed in almost all the Universities. 75 - 80 per cent of the marks is for external assessment only. The percentage for internal assessment ranges from 20 to 25 per cent in the different Universities. For practicals the assessment is mainly internal (vide Annexure 1).

Examination System

Yearly examinations are conducted by nearly 90 per cent

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of the Universities (vide Annexure 1). When semester system is adopted, the examination are conducted accordingly.

Dissertation

The marks for the dissertation range from 100-250. Evaluation is totally external or combination of external and internal. The dissertation is mainly confined to optional areas of specialisation. The viva-voce is based on the dissertation only in many Universities.

Viva Voce

Viva Voce covers the total programme only in few Universities. In the remaining Universities the Viva Voce is based on research methodology paper only and/or on dissertation.

Structure of the M.Ed. Course

Two models could be identified as to the structure of the course in Education.

MODEL - 1 (a) M.Ed. 1 Year

Core papers - 3
Optionals - 2
Dissertation

MODEL - 1 (b) M.Ed. 1 year

Core papers - 4/3
Electives - 2/3
Dissertation in lieu of a paper or two.

Structure of M.A. Education Course

Two models could be identified for the M.A. Education Course.

MODEL - 1 (a) M.A. 2 years

Core papers - 10
Electives - 5
Practical work

MODEL - 1 (b) M.A. 4 semesters

Core papers - 4
Electives - 4
Practical Work

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Gandhi Memorial College Of Education Bantalab Jammu

5.4.2 CRITIQUES ON EXISTING SYLLABI FOR CORE PAPERS

The Committee members studied in detail the existing syllabi of the papers which are identified as core papers for the new curriculum. Brief assessment report were prepared by individual members and ratified by the committee. These reports were then written up as critiques. The four papers identified are:

1. **Philosophical Foundations of Education**
2. **Sociological Foundations of Education,**
3. **Psychological Foundations of Education and**
4. **Research Methods and Educational Statistics.**

1. CRITIQUE ON THE EXISTING SYLLABI IN PHILOSOPHY OF EDUCATION

The Committee, after a careful analysis of courses in Philosophy of Education, taught at the M.A. (Education) and M.Ed. levels in Indian Universities, came to the following conclusions:

At the M.A. level, it is separate paper but at the M.Ed. level, it is usually combined with the courses on Sociology of Education. Inspite of the similarity of content, the nomenclature is different ie. Philosophy of Education, Educational Philosophy, Philosophical Foundations of Education and Theory of Education, ignoring the different approaches associated with each nomenclature. In the courses on Philosophy of Education topics from Sociology, have been included.

Some aspects which have nothing to do with Philosophy (unless a very broad view is taken) have been included. The purpose of including Educational Philosophy in the M.A. and M.Ed. Course is not clear. This creates some confusion for teachers. The courses are not comprehensive and are often sketchy. One can hardly form an idea about the nature of the subject, from a persual of the courses. The courses are traditional. New trends and developments in the area have not been included in the programme of a large number of Universities.

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Gandhi Memorial College Of Education Bantalab Jammu

Instead of Philosophy of Education or Educational Philosophy, streams of Philosophical system are taught. The approach becomes historical and not philosophical. Indian Philosophy and its educational implications find a very insignificant place. This subject has been neglected in a large number of courses. The interaction between Philosophy of Education and Social forces has not been emphasised.

The courses are of an elementary nature. They cannot improve the quality of mind or stimulate 'thinking'. Conceptual clarity is not present in a number of topics. The courses do not develop the capacity to apply philosophical thinking to educational situations. They cannot promote a philosophical outlook essential for the analysis and understanding of educational problems.

Apart from the confusion in content, the pedagogy and evaluation of the content, often find no place in the curriculum. The philosophy reflected in the Constitution of India has been given low emphasis. The approach and the content have not been exhaustive. Islamic Philosophy has been totally ignored. The course content suffers from lack of integration. Reference material and bibliography are outdated.

2. CRITIQUE ON THE EXISTING SYLLABI FOR SOCIOLOGY OF EDUCATION

The committee examined the courses of 40 Universities offering Educational Sociology at the M.A. (Education) and M.Ed. levels. In a few Universities it is taught as an optional subject at the M.Ed. level but in the vast majority it forms an integral part of the Philosophy of Education course. The paper is named as 'Educational Philosophy and Sociology', 'Philosophical and Sociological Foundations of Education'. At the M.A. Level it has been introduced as a separate paper.

On examination, it was found that there is lack of conceptual clarity about the subject. The terms Sociology of Education, Educational sociology and Social Foundation of Education are interchangeably being used and even the basic differences between them are not being clearly understood. The approach is also not Sociological but Philosophical and the Philosophical contents overshadow the Sociological

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Gandhi Memorial College Of Education Bantalab Jammu

components. The existing courses are therefore, a curious combination of Sociology and Philosophy. The result of the present arrangement is intellectual confusion because the Sociological and the Philosophical analyses are two independent approaches.

The existing courses have been found to be traditional and outdated. The latest trends in the sociological approach, specially the Marxist and the inequality debate have not been given due recognition. The social conflict and the new social problems have not been included. The present course content does not meet the requirement of modern Indian social realities. The emphasis is on the preservation of outmoded and irrelevant structure and not on the larger social purpose. One who goes through these courses does not know where to go and what to do.

The course content is overloaded with upper and middle class values. The values and aspirations of the people living below the poverty line are not reflected in it. The model of society present in these course neglects the diversity, plurality and heterogenity of Indian Society. It therefore neglects the social quality. The goals of Indian Society and the contribution of education can make do not find the recognition. Great traditions have been highlighted at the cost of the lesser ones. The social problems our country is facing are not properly emphasized. The model it presents is of the developed world, and Indian approach is missing.

The bibliography is also outdated. They are generally from the liberal creed which hardly satisfy Indian needs. Practical work has been badly neglected. The objectives of the course, teaching strategies and evaluation pattern have not been mentioned. Some Universities have made attempts to update the syllabi. But on the whole the syllabus for Sociology of Education needs revision.

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Gandhi Memorial College Of Education Bantalab Jammu

3. CRITIQUE ON THE EXISTING SYLLABI IN EDUCATIONAL PSYCHOLOGY

The Committee analysed the courses of various Universities in Educational Psychology of M.A. (Education) and M.Ed. examination. The following points emerged:

Almost all the Universities have provided one independent paper in Educational Psychology at both the M.A. (Education) and M.Ed. levels. The paper title differs, but in most of the Universities, it is Educational Psychology. There is wide variation in the contents of the course from one University to another. Variations are in respect of the following aspects:

There are some common topics in almost all the courses, but quite a few are different. In some cases, topics have been detailed out and in others, no details are given. The courses seem to be very heavy in certain Universities. In others the M.A. and M.Ed. courses are no better than B.Ed. ones. There are instances when some topics which are essential for students of Education have been left out, while unimportant ones have been included.

In some of the syllabi, the objectives of the course have not been given and the scope of some of the topics have not been detailed. Applications of the theory are also missing. The syllabi do not allow for implications of the theory for Indian classroom situations. The syllabi do not allow the learners to develop broad outlook about the application of Educational Psychology to classroom practice.

In some cases, it seems, the courses are not for the students of Education, rather they are for students of Psychology. Modern developments and thinking in Educational Psychology have not been given significant weightage. Outdated books have often been prescribed as suggested readings. The syllabus on the whole, suffers from organisational defects, systematic approach and modernity.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

4. CRITIQUE ON THE EXISTING SYLLABI FOR EDUCATIONAL RESEARCH AND STATISTICS

The committee studied the syllabi of Methodology of Educational Research and Statistics followed by Indian Universities at Master's Degree level in Education.

In almost all the Universities the paper has been titled as: "Methodology of Educational Research and Statistics". Since this title gives rise to the notion that statistics is an essential part of educational research or that a piece of research is valued more if, it incorporates the use of Statistics, the paper can be retitled as Methodology of Educational Research.

The treatment of the topics is theoretical and it is not strengthened by practical orientation. And so the syllabi does not adequately stimulate a questioning mind, seeking truth, distinguishing between fact and opinion, impressions and proven evidences and subjective and objective interpretation. The content of the syllabus also gives an impression that the scientific method is the only method of acquiring knowledge. It do not familiarise the student with the techniques of qualitative analysis and descriptive reporting of findings based on rigorous application of reasoned criticism.

The treatment of the topics relating to the fields of educational research is not detailed and exhaustive especially in the content of national development priorities and New Educational Policy. The syllabus does not develop the ability to comprehend the essentials of reported research nor does it equip students to carryout individual research. The research work does not adequately develop understanding and appreciation of the role of research in the theory and practice of Education, nor does it develop ability and competence to apply research findings in educational practices. The syllabus does not attempt to make students aware of the existence and utility of modern computational aids like desk calculators and electronic digital computers.

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Gandhi Memorial College Of Education Bantalab Jammu

5.4.3 ANNEXURES COMPLETED

The U.G.C. in its guidelines has requested the information to be presented as Annexures related to the terms of references in the format prescribed. The following annexures were completed:

Annexure I: Existing curriculum in Education in different Universities in terms of quality as well as workload.

Annexure II: A brief note on the new curriculum developed in the centre to promote human resource development and identified the areas which are crucial to make education meaningful in the task of national development.

Annexure III: Brief information about the model curriculum:
(a) Information regarding proposed scheme of academic programme and examination system.
(b) Text of the proposed modern curriculum.

Annexure IV: (a) Besides the textual material, the schedule of lectures on the basis of the course contents the blow up of the course.
(b) Standard text books to be followed for each paper.

Annexure V: The ways and means for preparing textbooks according to lecture schedule and minimum library requirements.

Annexure VI: The training programme of teachers to be trained in order to impart education according to the revised curriculum. The training programme of the teachers of Colleges/ Universities is also prepared.

The annexures are intended to provide the details as which the reports of the different tasks completed by the committee as specified by the terms of references have been prepared.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

Annexure I

5.4.4. Annexure I is prepared based on information obtained from the prospectus and syllabi of 36 universities, 'The Universities Handbook of India 1985-86', the knowledge and experience of the members of the committee who have been associated with many universities offering the M.Ed. courses, and the responses to a questionnaire (vide Appendix-7) sent out by the Curriculum Development Centre. The details obtained are consolidated and reported as Annexure I.

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NOTE TO ANNEXURE I

Details of Heads of Proforma

1. Name of the University 2. Examination system: Yearly - 1, Semester - 2
3. Total number of theory papers/units required by a student to complete the programme.
4. No. of compulsory papers (A) 5. No. of elective papers (B) 6. No. of optional papers (C)
7. No. of practical courses (D) a. Thesis, b. Viva Voce 8. Teaching per unit/hours per week (A/B/C)
9. Load/paper 10. Total workload weekly 11. Remarks

Note 1 - The information provided in the table is based on:
(a) Information obtained directly from 36 universities
(b) Information taken from the Universities Handbook India 1985-'86

Note 2 - Number of Elective papers are the total number of alternative papers offered by the Universities as optionals.

Number of Optionals are the number of papers to be offered by a candidate in addition to core papers to complete the theory paper requirements.

Note 3 - Practical work of M.Ed. course includes (a) thesis/dissertation and (b) practical work section for individual papers. If dissertation is offered in lieu of papers this information is entered.

Note 4 - Viva Voce of M.Ed. course is (a) based on all papers or (b) based on thesis/dissertation and research methodology paper also. This differentiation is not provided in this annexure.

Note 5 - Information on workload are not available from the syllabi or from the Annexure of Handbook of Indian Universities. Individual Departments have been addressed on this matter.

Note 6 - Practical work form part of the different theory papers.

Note 7 - Practical courses include (a) Thesis and (b) Viva Voce

Note 8*- a. No. of hours of teaching for each core paper per week.
b. No. of hours of teaching for each optional paper (per week)
c. No of staff members.

Note 9*- Average workload for teaching per week per paper

Note10*- Total workload per week for all papers together

Note 11- Remarks

* Data obtained from special proforma

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Gandhi Memorial College Of Education Bantalab Jammu

EXISTING CURRICULUM IN EDUCATION OF DIFFERENT UNIVERSITIES IN TERMS OF QUALITY AS WELL AS WORKLOAD

1	2	3	4	5	6	7a	7b	8a	8b	8c	9	10	11
1. Agra Uty.	1	4	3	6	1	✓	✓	6	6	NA	NA	NA	
2. Aligarh Muslim Uty.	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	M.A. (Edn.) offered
3. Uty. of Allahabad	1	4	3	9	1	✓	✓	NA	NA	NA	NA	NA	M.A. (Edn.) offered
4. Amravati Uty.	NA	NA	NA	NA	NA	NA	NA	3	3	7	3	NA	
5. Andhra Uty.	1	4	3	8	1	NA	NA	NA	NA	NA	NA	NA	M.A. (Edn.) offered
6. Annamalai Uty.	2	5	3	7	2	✓	✓	5	5	5	16	25	Thesis/Two papers
7. Avadh Uty.	1	5	4	8	1	✓	✓	6	6	8	5	30	M.A. (Edn.) offered
8. Awadhesh Pratap singh University	1	3	2	3	1	✓	✓	NA	NA	NA	NA	NA	
9. Banaras Hindu Uty.	1	5	3	10	2	✓	NA	NA	NA	NA	NA	NA	Dissertation/Essay/ Project Report
10. Banasthali Vidyapith	1	4	3	4	1	✓	NA	5	5	8	20	20	
11. Bangalore Uty.	1	5	2	6	1gp	✓	✓	4	4	10	6	12	1 gp.- 1 main 2 major
12. M.S. Uty. of Baroda	1	6	4	6	1gp	✓	✓	3	3	20	12	15	1 gp.- 2 paper
13. Berhampur Uty.	1	5	4	9	1	✓	NA	4	4	4	22	20	
14. Bhagalpur Uty.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
15. Bharathiar Uty.	2	6	4	9	2	✓	NA	NA	NA	NA	NA	NA	

NA - Not Available gp - Group ✓ Existing

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Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7a	7b	8a	8b	8c	9	10	11
16. Bharathidasan Uty.	1	5	3	13	2	✓	NA	NA	NA	NA	NA	NA	
17. Bhavanagar Uty.	2*	5	3	7	2	✓	NA	3	3	5	6	15	
18. Bhopal Uty.	1	5	3	6	2	✓	NA	4.5	3	18	9	20	
19. Bombay Uty.	1	NA	3	13	NA	✓	NA	2	2	2	10	NA	
20. Bundelkhand Uty.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
21. Calcutta Uty.													M.A.(Edn.) offered
22. Calicut Uty.	1	5	3	16	2	✓	✓	6	4	NA	NA	26	
23. Dayalbagh Edl. Instt., Agra	1	4	3	NA	1	NA	NA	6	4	8	8	22	
24. Delhi Uty.	1	5	3	12	2	NA	NA	NA	NA	NA	NA	NA	7b Report/Essay
25. Devi Ahilya Vishwavidyalaya	1	5	3	6	2	✓	✓	4	4	NA	NA	20	
26. Doctor Harisingh Gour Vishwavidalaya	1	5	4	5	1	✓	✓	NA	NA	NA	NA	NA	
27. Garhwal Uty.	1	5	3	6	1	✓	NA	NA	NA	NA	NA	NA	1 gp. - 2 papers 7 dissertation/ 2 papers
28. Gauhati Uty.													M.A.(Edn.)offered
29. Uty. of Gorakhpur	1	5	4	5	1	✓	✓	6	4	17	15	28	
30. Gujarat Uty.	1	3	2	8	1	✓	NA	3	3	3	13	9	

*Candidates may obtain the degree either by submitting a thesis or by taking the prescribed paper and dissertation.

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Gandhi Memorial College Of Education Bantalab Jammu

Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7a	7b	8a	8b	8c	9	10	11
31. Guru Ghasidas Uty.	1	5	4	5	1	NA	NA	2	2	10	2	10	
32. Guru Nanak Dev. Uty.	1	5	3	9	2	√	√	NA	NA	NA	NA	NA	
33. Himachal Pradesh Uty.	2	5	3	6	2	√	√	NA	NA	NA	NA	NA	M.A.(Edn.)
34. Jamia Millia Islamia	1	5	2	12	3	√	√	4	4	6	12	20	+Sessional work
35. Uty. of Jammu	1	5	4	6	1	√	√	NA	NA	NA	NA	NA	M.A.(Edn.)offered
36. Uty. of Jodhpur	1	5	3	10	1	√	√	NA	NA	NA	NA	NA	6 - 1 gp. - 2 papers + Practial
37. Kakatiya Uty.	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
38. Kanpur Uty.	1	5	3	8	2	√	√	NA	NA	NA	NA	NA	M.A.(Edn.)
39. Karnatak Uty.	2	4	3	7	1	√	NA	4	4	5	10	16	
40. Uty. of Kashmir	1	5	3	5	2	√	√	NA	NA	NA	NA	NA	
41. Uty. of Kerala	1	5	3	19	2	√	√	NA	NA	NA	NA	NA	
42. Kumaun Uty.	NA	NA	2	4	1	√	NA	NA	NA	NA	NA	NA	
43. Kurukshetra Uty.	2	6	3	13	3	√	√	4	4	10	12	24	M.A.(Edn.)offered
44. Uty. of Lucknow	1	5	4	8	1	√	√	NA	NA	NA	NA	NA	* Thesis/papers
45. Uty. of Madras	2	5	3	16	2	√	NA	2	2	6	2	10	
46. Madurai Kamaraj Uty.	2	7	6	8	1	√	NA	3	3	5	12	21	
47. Maharshi Dayanand University	1	5	3	9	2	√	√	NA	NA	NA	NA	NA	2 gps. - paper No. differs for different groups
48. Marathwada Uty.	1	6	3	10	3	NA	NA	NA	NA	NA	NA	NA	

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1	2	3	4	5	6	7a	7b	8a	8b	8c	9	10	11
49. Meeruty Uty.	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
50. Uty, of Mysore	1	5	3	10	2	✓	✓	4	4	10	9	20	
51. Nagarjuna Uty.	1	4	3	8	1	NA	NA	NA	NA	NA	NA	NA	
52. Nagpur Uty.	1	5	3	9	2	✓	NA	NA	NA	NA	NA	NA	
53. North-Eastern Hill Unniversity	2	5	4	6	1	NA	NA	NA	NA	NA	NA	NA	
54. Osmania Uty.	1	5	4	6	1	NA	NA	NA	NA	NA	NA	NA	
55. Punjab Uty.	1	6	3	11	3	✓	✓	NA	NA	NA	NA	NA	M.A. (Edn.) offered
56. Patna Uty.	1	6	5	15	1	✓	✓	4	3	7	10	23	
57. Uty. of Poona	1	6	4	6	2	✓	✓	NA	NA	NA	NA	NA	6 gp.- 2 papers 7a - Thesis/paper
58. Punnjabi Uty.	1	5	3	7	2	✓	NA	NA	NA	NA	NA	NA	M.A. (Edn.) offered
59. Uty. of Rajasthan	1	5	3	10	2	NA	NA	NA	NA	NA	NA	NA	6 1 gp. - 2 papers
60. Ranchi Uty.	1	5	4	10	1	NA	NA	NA	NA	NA	NA	NA	
61. Rani Durgavathi Vishwavidyalaya	1	3	2	7	1	NA	NA	NA	NA	NA	NA	NA	
62. Ravishankar Uty.	1	5	4	5	1	NA	NA	NA	NA	NA	NA	NA	
63. Rohilkhend Uty.	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
64. Sambalpur Uty.	1	NA	3	7	NA	NA	NA	NA	NA	NA	NA	NA	
65. Sardar Patel Uty.	1	8	7	5	1	✓	✓	4	2	7	14	30	
66. Saurashtra Uty.	2	6	3	19	3	NA	NA	4	3	4	2	21	6 1gp.-3 papers

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7a	7b	8a	8b	8c	9	10	11
67. Shivaji Uty.	1	5	4	7	1	NA	NA	NA	NA	NA	NA	NA	
68. S.N.D.T. Women's University	1	5	3	6	2	NA	NA	2	3	7	8	12	
69. South Gujarat Uty.	1	4	3	14	1	NA	NA	NA	NA	NA	NA	NA	
70. Sri. Venkateswara University	1	5	3	11	2	✓	✓	NA	NA	NA	NA	NA	M.A.(Adult Edn.)
71. Utkal Uty.	1	6	3	18	3	✓	✓	NA	NA	NA	NA	NA	
72. Vikram Uty.	1	5	3	6	2	✓	NA	NA	NA	NA	NA	NA	
73. Viswa Bharati Uty.	1	6	4	9	2	NA	NA	NA	NA	NA	NA	NA	
74. Alagappa Uty.	2	NA	NA	NA	NA	NA	NA	3	3	2	9	NA	

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TERMS OF REFERENCE II

- Purpose of Framing Curriculum for Teacher Education
- Linkages between the Curriculum and Human Resource Development (HRD)

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6.0 HOW THE NEW CURRICULUM WOULD PROMOTE HUMAN RESOURCE DEVELOPMENT AND THE AREAS WHICH ARE CRUCIAL TO MAKE EDUCATION MEANIGFUL IN THE TASK OF NATIONAL DEVELOPMENT

6.1 The curriculum for teacher education at the Master's level was framed with the conscious purposes of:

(a) improving the effectiveness of the formal system of education which had a critical role to play in increasing the knowledge, the skills and the capacities of all people in the society so that they could participate in the creation and continuation of a better society.

(b) improving the capabilities of the teacher educators as human being resources themselves. Formation and investment of strategic human capital both become concerns of teacher education, for the teacher forms the stock of human capital and also contribute to the growth or net addition to the total stock as well.

(c) Further, it was also expected to make the teacher educator:

(a) conscious of the process and requirements of HRD itself

(b) realise his role in the process of development of human resource and

(c) strengthen his skills, knowledge and capacities to perform his role.

6.2 The linkages between the curriculum and Human Resource Development has been made in several ways. They include:

1. Widening the aims of the course and enriching the content of the papers offered.

2. Updating the content and incorporating into the curriculum the emphasis on science and technology as laid down in the NPE.

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3. Providing core papers that would equip the teacher with the basic requirements and provide a strong foundation programme which would widen his knowledge, build up positive attitudes and strengthen his skills.

4. Offering a large number of electives which would enable him to play important roles such as guidance worker,counselor, evaluation expert, special educational personnel which were considered as adjuncts but are now realised to be essential for facilitating the process of teaching and learning.

5. Making teacher educators aware of the problems in education and equip them with relevant skills to optimise the achievement of the pupil such as individualising of teaching, wastage and dropout, under-achievement, diagnostic and remedial measures, correlates of achievement.

6. Exposing the teacher educator to new knowledge in teaching and evaluation.

7. Making the teacher responsive to new ideas and concepts to bring out the best in his pupils.

8. Improving instruction strategies which is a basic condition for effective learning.

9. Including special studies such as Tribal Education, Women's Education, Distance Education to widen his role.

10. Strengthening of earlier studies such as continuous education, Guidance and Counselling.

11. Equiping the teacher to introduce vocationalization of education.

12. Making the curriculum more dynamic by framing it through process words rather than considering it as a product.

13. Presenting the curriculum in modular form so as to maximise the achievement of teacher educators.

14. Making every teacher a good resercher by giving a strong foundation in Research Methodology and statistical techniques and also make him contribute through the study of problems as part of the course.

Annexure II requires the same information but has no specific format.

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TERMS OF REFERENCE III

- Existing Models
- Suggested Models
- Electives
- Rationale for Suggested Model - I
- Rationale for Model - II

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7.0 SUGGESTED MODELS FOR MASTER'S COURSE IN TEACHER EDUCATION

A. Structure of Postgraduate Course (Master's Course) in Education.

The committee was of the opinion that the structure of the present programme need to be revised and changed prior to the preparation of model curriculum. The committee also obtained the opinions of educationists through a questionnaire sent out by the Centre for the purpose (Appendix 13).

The committee analysed the existing structure of the M.Ed. and M.A. Education course.

7.0.1 Existing Models

M.Ed.

MODEL - I - 1 year
Core papers - 3
Optionals - 2

MODEL - II - 1 year
Core papers - 4
Electives - 2
Dissertation -

M.A.

MODEL - I - 2 years
Core Papers - 10
Elective - 5
Practical Work
Internal Assessment

MODEL - II - 4 Semesters
Core papers - 4
Electives - 4
Practical work
Internal Assessment

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7.0.2 Suggested Models

The Committee was of the opinion that in a large country like ours with the rich diversity and pluralities, developmental, regional and sectoral imbalances and discrepancies, one uniform model may not be desirable.

Keeping in mind the present three degree programmes viz., B.Ed., M.Ed. and M.A. (Education), the need to avoid anomalities and confusions, the complementary nature of the 'liberal' and the 'professional' in education and strengthening and enriching the foundations, specialisation and research compnent of the educational studies, the Committee was of the opinnion that the duration of the M.Ed. programme be lengthened to 2 years.

The committee was also of the opinion that the objectives of M.Ed. course could be increased. In addition to (a) develop leadership in the field of education (b) produce worthy teacher educators (c) produce good administration in education (d) promote innovation practices, the objective of (e) to produce trained teachers at the different levels of education would be also added.

The Committee suggests 2 different Models for the M.Ed. programme for consideration and adoption by different universities keeping in view their local conditions, needs, requirements and resources.

Model I: A. 2 years M.Ed. programme with 7 core papers and three electives.

1st Year

1. Philosophical Foundations of Education
2. Sociological Foundations of Education
3. Psychological Foundations of Education
4. Methodology of Educational Research
5. Development of Educational Thought and Systems

II Year

6. Curriculum Instruction and Evaluation
7. Contemporary Indian Education in comparative perspective
8. Elective I, 9. Elective II 10. Elective III (from another group)/Dissertation based on any group.

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7.0.3 ELECTIVES

Educational Management and Change

0.0.1.1 Principles of Educational Management, Administration and supervision.
0.0.1.2 Resource Management in Educational Institutions.
0.0.1.3 Educational Planning and Financing.
0.0.1.4 Educational Leadership and Change in Educaton.
0.0.1.5 Economics of Education

Educational and Vocational Guidance

0.0.2.1 Principles and Procedures of Guidance in Education
0.0.2.2 Information services in Guidance
0.0.2.3 Organisation of Guidance Services.
0.0.2.4 Career Development and Vocational Guidance

Adult Education

0.0.3.1 Foundation and Methods of Adult Education
0.0.3.2 Adult Education System and Management of Adult Education.
0.0.3.3 Problems and Practices in Adult Education.

Teacher Education

0.0.4.1 Principles and Systems of Teacher Education
0.0.4.2 Teaching: Theories, Models and Effectiveness
0.0.4.3 Curriculum for Teacher Education
0.0.4.4 Advanced Methodology of Teaching any one School subject

Technology

0.0.5.1 Fundamentals of Instructional Technology
0.0.5.2 Computer in Education
0.0.5.3 Educational Technolgoy
0.0.5.4 Hardware and Software in Instructional Technology
0.0.5.5 Printmedia for Instruction

Curriculum and Instruction

0.0.6.1 Curriculum: Foundations, Patterns and Processes.
0.0.6.2 Teaching: Theories, Models, Analysis and Assessment
0.0.6.3 Measurement and Evaluation.

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Comparative Education

0.0.7.1 Principles and Methods of Comparative Education
0.0.7.2 Education in Developed World
0.0.7.3 Education in Developing World

Special Education

0.0.8.1 Special Education: Principles and Practices
0.0.8.2 Education of the Gifted
0.0.8.3 Education of Children with hearing and speech handicaps.
0.0.8.4 Education of Children with Neuro muscular,Orthopaedic and multiple handicaps.
0.0.8.5 Education of the Socially disadvantaged and maladjusted

Early Childhood Education

0.0.9.1 Child Development and Guidance
0.0.9.2 Mental Health and Child Guidance
0.0.9.3 Principles and Practices in Pre-primary Education
0.0.9.4 Principles and Practices in Primary Education

Educational Research

0.10.1 Research Methods
0.10.2 Statistical Analysis
0.10.3 Dissertation

Measurement & Evaluation

0.11.1 Test Construction
0.11.2 Management of Examinations
0.11.3 Educational Statistics
0.11.4 Measurement and Evaluation in Education

Higher Education

0.12.1 Principles and practices in Higher Education
0.12.2 Innovations in Higher Education
0.12.3 Measurement and Evaluation in Higher Education
0.12.4 Management of Higher Education

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Special Studies

0.13.1 Women's Education
0.13.2 Rural Education
0.13.3 Population Education
0.13.4 Art & Culture Education
0.13.5 Distance Education
0.13.6 Social Education
0.13.7 Basic Education
0.13.8 Non-formal Education

The Model increases the duration of the present B.Ed. and M.Ed. degree programme for 2 to 3 years. The present M.Ed. and M.A. (Education) get merged into one degree only and the B.Ed. remains.

A graduate with or without a B.Ed. degree is eligible for admission to this 2 year M.Ed. programme. In this model, a degree for school teaching, say B.Ed., continues to exist, and be the necessary and sufficient condition for the job of school teaching. That is, a person with this degree will need to have a B.Ed., before or after the M.Ed., to be eligible for school teaching.

This M.Ed. may be a basic requirement for the various (other than school teaching) personnel in education.

7.0.4 Rationale for Suggested Model - I

M.Ed. seems to be the only one year master's degree course in Universities, apart from M.P.Ed. in the same faculty and M.Lib.Sc.,.M.P.Ed. usually adopts the general pattern of the M.Ed. Library Science, expanded and enriched as Information Sciences, is likely to propose a two-year master degree programme shortly. Another comparable professional area, Law, has/had a three year full-time bachelor degree course, which is now being replaced by a five year integrated course. Of this, more than three years time would be devoted to the study of law. This is followed by a two year master degree course for the LLM degree. Medicine and Engineering, as more exacting professional areas, may not be comparable and would continue to be larger and richer courses than in law, education, library science etc. Most Master's degree

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programmes like those in Arts, Social Sciences, Science and Commerce are all of two years' duration. They come after three years of Bachelor degree level study in the subject, over and above, earlier levels.

A one year M.Ed. course or the equivalent component in any integrated course in teacher education, has to become increasingly functionally orientied and emphasise the 'Training Function' rather than the study of education as a discipline, with an adequately broad and strong theoretical foundation can be built up only at the master degree level. The one year M.Ed. course, with serious limitations of time, and consequent overcrowding with 6 papers or 5 papers and dissertation (generally, as against 4 or 5 papers/practicals in each year of other master degree courses) cannot do adequate or reasonable justice in this respect. Even if the course outlines indicate a broad and rich coverage, and the written examination papers appear adequate with ready-made answers, the strength is only apparent and deceptive and real learning with understanding not to speak of mastery - is very limited and that too, to a small percentage of the increasingly larger and weaker M.Ed. student population. This learning can be strengthened and, enriched if the programme is not so overcrowded, and they are given more time to study.

Further, the ocean of literature in the professional discipline of education, is expanding at a fast pace. Even if we select, sequence and structure the relevant and useful content very economically, there is no escape from greater coverage and enrichment of what goes into a master degree course, if such a degree is to have meaning and justification. And if these essentials have to be learnt adequately, the teachers and students will need more time. All these facts point to the need to make M.Ed. a two year course.

Even if, B.Ed. is made a strong two year professional course, there would still be need and justification to make M.Ed. a rich two year programme. It should be easier to convert M.Ed. into a two year course, than the B.Ed. course,

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which can perform a reasonable good job of teacher training and introduction to the discipline even in one year, if it is structured and organised in a better way, and the year is used fully. A two year M.Ed. would also discourage B.Ed.'s who are mainly waiting for a job and joining M.Ed. just to mark time till they get it, without any serious interest in the study of the discipline at a higher level from joining it and causing wastage by dropping out, due to indifference.

This two year course will provide a course of study for all those who wish to work in Education in capacities other than school teaching e.g., researchers, knowledge-generators, theorists, policy makers, planners, administrators, teacher educators etc.

The course will comprise of the various elements of 'Education as a Discipline' and 'Education as a Profession'.

The admission to the course will be open to those who have secured Bachelor's/Master's degree (B.A./B.Sc./M.A./M.Sc. etc.) in any subject of the various faculties of the Universities.

If a person after studying this course and obtaining the Master's Degree wishes to teach in a school, he/she will have to secure the one year B.Ed. degree.

A B.Ed. intending to take up other kinds of work in the field of education (other than teaching) will be required to study for the 2-year master's course.

The implications of the above proposal are:

1. There will be increase of 1 year in B.Ed. + M.Ed.
2. 1-year course will remain the necessary and sufficient requirement for school teaching.
3. The only one Master's Degree course of two years will be a requirement for the various liberal and professional personnel in Education.

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Model II: A two year multi-stream integrated M.Ed. programme.

1st Year : A. Compulsory Papers

1. Philosophical foundations of Education
2. Sociological Foundations of Education
3. Psychological Foundations of Education
4. Curriculum - Instruction and Evaluation
5. Educational Thought and Systems - a seminar course

2nd Year: A. Compulsory Papers

6. Education in India in Historical and Comparative Perspective

B. Specialisation Papers *

7.
8.
9.

The suggested 2-year course will form a sound base for all types of responsibilities and functions in the theory and practice of education.

The Committee was also of the opinion that the objectives of M.Ed. course could be increased to include in addition to (a) develop leadership in the field of education (b) produce worthy teacher educators (c) produce good administratiors in education (d) promote innovation practices, the objective (e) to produce trained teachers at the different levels of education. This suggestion is based on the following arguments.

This Model implies that the present B.Ed., M.Ed. and M.A. (Education) get abolished and be substituted by a single post-graduate course of study of education of 2 years' duration. After a common first year course of study, the students will opt for different specialisations (including school teaching at different levels). The second year will provide multi-stream programmes catering to different areas like, school teaching, teacher education, guidance and counselling, expertise in philosophy of education and so on.

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* Methodology of Teaching School Subject will be one of the Specialisations.

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The present duration of B.Ed. and M.Ed. (1+1=2) does not increase.

7.0.5 Rationale for Model II

At present, one year B.Ed. course is the common programme for different types of personnel and specialisations in - Educational Technology, Primary School Training, Teacher Education, Educational Administration, Educational Planning, Financing etc. In the present programme after offering a core study of the bases of Education, different courses for different types specialisation course will be provided.

It is therefore said with some justification that the present B.Ed. neither prepare a good technician nor a good academic, that is, it is neither adequately skill-based nor has a rigour in its theory, and the M.Ed. course appear to be mere extensions of the B.Ed. They do not give any depth of understanding of Education nor do they properly prepare a professional.

The M.Ed. (Education) course offered by certain Universities claim to offer study of education as a discipline, a liberal knowledge in the realm of social sciences - as different from the M.Ed. course which are considered to be a professional programme. The present attempt at integrating the two programme for teacher education at the Bachelor's and Masters degree while continuing to keep the total period for teacher training as 2, provide the different personnel in education with a stable foundation of theory and adequate opportunities for developing specialised skills which include teaching and research. A two year duration should enable the student to acquire a sound basis in the discipline and also the specialised skills and improved capacities required in the faculty of Education. The possibility of improving the professional nature of the programme is very high.

Semester Programme

The course has been so designed that it can be converted to semester programme. The first year programme could be split to be included in Semesters I & II. The second year programme would be split to be included in Semesters III & IV.

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Ist Semester

1. Philosophical Foundations of Education
2. Sociological Foundations of Education
3. Psychological Foundations of Education

IInd Semester

4. Methodology of Educational Research
5. Development of Educational Thought and Systems

IIIrd Semester

6. Curriculum Instructions and Evaluation
7. Contemporary Indian Education
8. Elective I

IVth Semester

9. Elective II
10. Elective III (from another group)/
    Dissertation based on any group.

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TERMS OF REFERENCE III(a)

- Scheme of Academic Programme and Examination
- Brief Information about the Model Curriculum - Model I
- Brief Information about the Model Curriculum - Model II

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7.1 SCHEME OF ACADEMIC PROGRAMME AND EXAMINATION

The Committee felt that the scheme of academic programme should include a note on the total organizational net-work and a holistic view has to be adopted in presentations. The scheme of examination should outline in detail the modes of internal examination, external examination, evaluation of dissertation and viva voce examination, with a clear perspective of balancing of the total programme including formative evaluation, continuous evaluation and summative evaluation. It was decided to allot seventyfive per cent of total marks for external examination and twentyfive per cent for internal assessment.

Evaluation of Papers

Of the whole curriculum the following papers will be evaluated during the first year of M.Ed. Course.

1. Philosophical foundations of Education
2. Sociological Foundations of Education
3. Psychological Foundations of Education
4. Methodology of Educational Research
5. Development of Educational Thought and systems

The remaining papers will be evaluated in the second year.

6. Curriculum Instruction and Evaluation
7. Contemporary Indian Education
8. Elective I
9. Elective II
10. Elective III (from another group)/
    Dissertation based on any group.

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Terms of Reference III

BRIEF INFORMATION ABOUT THE MODEL CURRICULUM

MODEL I a) Proposed scheme of Academic Programme and Examination System

Name of the Subject	Name & No. of Unit, Code No. of Unit.	UNIT Full/ Half	Total marks allotted.	Theory & Practical Marks	External	Internal	Examination Semester/ Yearly	Duration of Examination	Remarks
1	2	3	4	5	6	7	8	9	10
1. Philosophical Foundations of Education		Full	100	100	75	25	Yearly	3 hours	
2. Sociological Foundations of Education		Full	100	100	75	25	Yearly	3 hours	
3. Psychological Foundations of Education		Full	100	100	75	25	Yearly	3 hours	
4. Methodology of Educational Research.		Full	100	100	75	25	Yearly	3 hours	
5. Development of Edn'l Thought & Systems.		Full	100	100	75	25	Yearly	3 hours	
6. Curriculum Instruction & Evaluation		Full	100	100	75	25	Yearly	3 hours	
7. Contemporary Indian Edn. in Comparative perspective		Full	100	100	75	25	Yearly	3 hours	
8. Elective I		Full	100	100	75	25	Yearly	3 hours	
9. Elective II		Full	100	100	75	25	Yearly	3 hours	
10. Elective III/Dissertation		Full	100	100	75	25	Yearly	3 hours	

Note: Where Semester system is followed, changes are to be made accordingly.

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BRIEF INFORMATION ABOUT THE MODEL CURRICULUM

MODEL- II

a) Proposed scheme of Academic Programme and Examination System

Name of the Subject	Name & No. of Unit, Code No. of Unit	UNIT Full/Half	Total marks allotted.	Theory & Practical Marks	External	Internal	Examination Semester/ Yearly	Duration of Examination
1	2	3	4	5	6	7	8	9
. Philosophical Foundations of Education		Full	100	100	75	25	Yearly	3 hours
. Sociological Foundations of Education		Full	100	100	75	25	Yearly	3 hours
. Psychological Foundations of Education		Full	100	100	75	25	Yearly	3 hours
. Curriculum Instruction and Evaluation		Full	100	100	75	25	Yearly	3 hours
. Educational thought and systems-a seminar course		Full	100	100	75	25	Yearly	3 hours
. Edn. in India in historical and comparative perspective		Full	100	100	75	25	Yearly	3 hours
Specialisation papers		Full	100	100	75	25	Yearly	3 hours
.		Full	100	100	75	25	Yearly	3 hours
.		Full	100	100	75	25	Yearly	3 hours
.								

Note: Where semester system is followed, changes are to be made accordingly

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TERMS OF REFERENCE III(b)

- Model Curriculum for Core Papers
- Core papers Identified
- Syllabi of Core Papers
- Electives
- Steps in Framing the Curriculum
- Preparation of Syllabi as Modules
- General Format for Modules
- Approach, Thrust and Strategies
- Modules of Core Papers
  - Philosophical Foundations of Education
  - Sociological Foundations of Education
  - Psychological Foundations of Education
  - Methodology of Educational Research
- Syllabi of Electives - Vol.1(b)

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7.2 MODEL CURRICULUM FOR CORE PAPERS

The core papers now offered for the Master's Degree in Education in the different Universities are listed (vide Appendix 6). Details of Universities offering the courses are also provided (vide Annexure 1). On a close analysis of the contents of the papers it was seen that -

1. There is a great deal of overlap of content of papers with different titles.
2. The different Universities do show differences in the syllabi for the core papers, sometimes reflecting differences in emphasis and/or content.

It was also realised that it was possible to subsume these differences by widening the scope of the syllabus.

The number of core paper could be thus reduced to:

1. Philosophical Foundations of Education
   (as offered by 52 Universities)
2. Sociological Foundations of Education
   (as offered by 47 Universities)
3. Psychological Foundations of Education
   (as offered by 53 Universities)
4. Research Methods and Statistics in Education
   (as offered by 53 Universities)
5. History of Education including current problems
   (as offered by 4 Universities)
6. Comparative Education
   (as offered by 8 Universities)
7. Educational Administration
   (as offered by 3 Universities)
8. Four other papers offered by one University each.

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7.2.1 CORE PAPERS IDENTIFIED

On consideration of the number of Universities offering the papers (vide Appendix 6) the following four were identified as core papers by the Curriculum Development Centre for preparation of detailed syllabi:

1. Philosophical Foundations of Education
2. Sociological Foundations of Education
3. Psychological Foundations of Education
4. Methodology of Educational Research

Consolidated syllabi

The Faculty of the Department of Education analysed the Curricula for the four core papers, received from 36 Universities and drew up comprehensive syllabi for each (Vide Appendix 5). The Curriculum Development Committee (a) analysed and discussed the scheme and syllabi of the different universities and the draft syllabi drawn up by the Centre and (b) the aims of teaching the different subjects and (c) scrutinised the syllabi received from various Universities.

Final and Detailed Syllabi

At subsequent meetings the detailed syllabi for the four core papers were drawn up by sub-groups of the Committee. At the General Sessions the detailed syllabi were finalised and are given herewith.

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PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives:

a. To enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in this regard.

b. To expose the students to philosophical enquiry as a basis of all educational endeavours.

Contents: Philosophy of Education: Meaning & Scope

I. a. Meaning of Philosophy

b. The scope of philosophical enquiry - 1.what? how? and why? of existence of events, objects, ideas on time and space continum.

ii. The possibility of some entity beyond time and space and its relationship with the human existence.

c. Meaning of education

d. Origin and purpose of human existence as the common denominator between education and philosophy.

e. Need for Philosophy of education.

II. Fundamental Philosophical Issues

a. Metaphysical Issues: Metaphysics as a basis of religion, ethics, aesthetics and morality.

b. Epistemological Issues:

1. The meaning and scope of knowledge
2. Ways of knowing
3. Critique of human knowledge
4. Difference between knowledge and wisdom

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c. Ontological Issues

1. Origin of Values
2. Relativity of values vs. absolute character of values
3. Dysfunctionality of values
4. Conflict/contradiction/compromise between metaphysical and materialistic bases of values.

III. Indian Philosophies and Education

A. The thematic content of Upanishads and the Bhagavadgita.

a. Transcendental Character of Atman & Brahman

b. Philosophy of Action, Non-action & Detached action

Educational implications of 'a' and 'b' above.

B. i. Heterodox Schools of Indian Philosophy-Budhism, Jainism and Charvak

ii. Concept of Nirvan in Buddhism and Jainism

iii. Materialistic concerns of charvak

Educational implications of i,ii and iii above

C. Quranic Monism and Monotheism and its influence in education.

D. Contribution of Christian thought and Idea of human service.

E. Evolution of human psyche and its dependence on superphenomenal entity.

IV. WESTERN PHILOSOPHIES

a. A short introduction to major philosophies of education: Naturalism, Pragmatism, Idealism, Realism

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b. Hegalian dialectics and dialectical materialism

c. Marxism as a basis of statecraft and its implication on education.

V. Contemporary philosophical thought and education. Humanism, Existentialism, Religic-philosophical fundamentalism and Analytico-rationalistic approach to problems of life.

VI. Educational thought of Modern India:

Tagore, Gandhi, Vivekananda, Aurobindo, Radhakrishnan.

VII. Radical Thought in Education - Ivan Illich and Deschooling society, Pavio Friers and Conscientisation.

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SOCIOLOGICAL FOUNDATIONS OF EDUCATION

I. Concept, meaning and scope of Sociology of Education, nature of sociological enquiry, methods of sociological analysis, limitations of sociological approach and status of Sociology of Education in India.

II. Social structure and Education: Changing nature of family, caste, religious groups, economy, values, conflict and crisis within Indian social structure, formation of class, social mobility, inter personal and inter group relationship, social acceptance, anomic behaviour, social conflict, youth unrest and identify crisis in India.

III. Culture and Education: Conservative and progressive functions of education, social change and modernization, conflict between tradition and modernity in India, problems created by socio-cultural change and modernization, cultural lag, cultural conflict, cultural unity and diversity in India, making of the composit culture.

IV. Impact of science and technology on society and education, nature of scientific society and place of individual, high speed technology, appropriate technology and man, urbanisation, industrialization, transport revolution, medical sciences, energy, mass media- their impact on man and society in India, autonomy of individual and regimentation of thought.

V. Economy and Education: Nature of agricultural and industrial societies, craft pattern society, planned society and mixed economy in India. Indian economic scene and education problems of cities and slums de-estabilization of norms, problems of rural, tribal (India) and working classes.

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VI. Polity and Education: Nature of Indian polity, the traditional social order and the new state, traditional values and values enshrined in Indian constitution, moral education and secularism in India, liberty control and equality, centralization and regional autonomy, contemporary Indian polity and education.

VII The New Society in India: Emergence of new Indian society, the heritage and the influences-the Wext, Marx and Gandhi, contemporary social scene, social operation; the secular, socialist and democratic state in India, alienation, group tension, violence, drugs, and alcoholism, poverty, regional tension, national solidarity and world peace.

VIII. Inequality Debate, nature and causes of inequality, education and inequality, education and equality, protective discrimination, equalization of educational opportunity in India - access, stay, achievement and life chances.

IX Indian society and education - Looking ahead - Future trends.

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Board Objectives

1. To understand the nature of psychology as a scientific discipline, with its methodology and different schools/ approaches (of current relevance) with their basic positions, significant differences and complementarity.

2. (a) To understand the nature, scope and value of educational psychology as a field of applied psychology.

   (b) To appreciate the purpose and role of education as one in helping and guiding the self actualization and self enhancement of individuals in a social context.

3. (a) To understand the nature and development of children and adolescents, through the different sequential stages of development in its major dimensions and their implications for educational practice;

   (b) To understand and appreciate the common characteristics, needs and problems of children and adolescents at sucessive stages of development and appropriate ways of dealing with/treating them;

4. To understand and appreciate the range and distribution of individual differences in respect of variables/attributes significantly relevant to education, along with the factors influencing them, the techniques of measuring/assessing them and the optional ways of adjusting for them in the educational system.

5. To understand the nature of creative talent and processes, and of creative individuals, and the implication for identifying and nurturing such talent.

6. To understand the nature and processes of learning of different types (relevant to human beings) by different types of learners.

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7. To understand, appreciate and synthesise the basic concepts and principles offered by major theories/ theorists in explaining learning of different types, and their implications for and application to learning situation.

8. To derive and appreciate the optimal condition, principles and methods of effective learning, remembering and transfer.

9. To understand the nature of motivation and different forms/levels of motives, and their role in and implications for human life in general and learning in particular.

10. To understand the development, structure and functioning of personality, as synthesized from the acceptable and valid basic concepts and principles in the explanation offered by different major theorists/theories and their implications for educational practice.

11. To understand the nature and process of adjustment and the factors influencing it, the machanisms/strategies of successful/(effective) adjustment and of maladjustment- and their implications for education.

12. To understand the nature of mental health, with its positive and negative attributes, and emphasis on anxiety and tension, and principles of mental hygiene- with their implications for educational practice.

13. To develop adequate familiarity with (and give some training in) the selection, administration, scoring, interpretation and use of tests/inventories of relevant attributes.

Content outline

Unit I. Educational Psychology as a field of applied psychology

I Psychology as a scientific study, its concerns (behaviour experience, mind, consciousness,)methods followed

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in pshychology (observation, survey, testing, interview, self-reporting, including introspection, case study, experimentation).

II Major schools/approaches of current relevance: Behaviorism, Gestalt, Psychoanalysis (with its new forms and interpretation), humanism (their basic position, complementarity and synthesis).

iii. Neurological and other biological factors of significance in psychological functioning/processes, the concept of man as a bio-psycho-social organism.

iv. Educational Psychology as psychology applied to education; their inter-relationship; scope of study/coverage.

Unit 2 Development

i. Development - Concept, stages, dimensions, methods of study, developmental tasks.

ii Factors influencing development - genetic, biological, environmental.

iii. Physical and motor development - trends and patterns

iv. Cognitive development (successive stages with their emerging sequential capabilities, generalisations etc. following Piaget, Bruner etc.).

v. Language development (emphasis on syntax and structure, semantics).

vi. Social development - trends, changes, patterns.

vii. Emotional development - trends and changes; aesthetic development.

viii. Moral development (with reference to Piaget, Kohlberg etc.)

ix. Common behaviour, characteristics and problems of childhood, transition period, and adolescence.

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Note: Dimension-wise analysis may be supplemented with stagewise restructuring or synthesis through selfstudy/ tutorials/seminar.

Unit 3 Learning

i. Learning - concept, nature, types/forms

ii. Basic concepts and principles of major theories, taken in meaningful groups: connectionist-behaviourist,(Pavlov, Skinner), cognitive-field (including Tolman, Kohler and Herkes, Wertheimer), Ausubel's meaningful reception learning and advance organisers, Bandura's 'identification with models' and observational learning, Burner's emphases (forms of representation, sequence, structure, strategies, heuristic or discovery) Humanist emphases (solf-discovery, self-appropriation) etc.

iii Modern information processing theories in their essence, with focus on STM, LTM etc. with their neurophysiological bases and emphasis on semantic ending and structuring.

iv. Gagne's hierarchy of learning types and conditions with his own and other appropriate modifications.

v. Learning of concepts, principles, learning hierarchies, problem-solving, cognitive strategies, attitudes and values,problem solving skills.

vi. Programmed learning (as cumulative-cognitive construction) and self-learning.

vii. Mastery learning - concept, principles, system (with module approach).

Unit 4. Further Issues relating to Learning

i. Remembering - and forgetting: information processing theory, interference theory, favourable conditions and methods.

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ii. Transfer of learning - concept, explanation/theories, favourable conditions and methods.

iii. Motivation - 'affect', temporary and stable; categories/ forms/levels of motives (especially social, cognitive, esteem - esp. n-ach; competency; ego-integrative/involving) different views on place of motivation in learning (general, Tolman, Skinner, Kelley etc.) reciprocal relationship between motivation and learning; common and special methods for raising immediate and stable motivation.

Unit 5. Group dynamics - Characteristics of groups, affiliation, Group processes, inter-personal relation, sociometric grouping, social-emotional climate of the classroom and teacher characteristics influencing it.

Unit 6. Individual Differences

1. Concept of intra-and inter-indifferences, relevant attributes, methods of study/ assessment.

2. Intelligence and cognitive abilities/capabilities (with content, structure and function); recent trends in testing intelligence/cognitive capabilities.

3. Aptitudes - concept, measurement, DAT batteries, tests for specific components, predictive power and validity.

4. Creativity - nature, process, capabilities, fostering creativity and guiding creative children.

5. Concept and measurement of Interests - Attitudes - Values.

6. Personality - factors/traits, qualitative assessment, projective techniques.

7. Adjustments in teaching-learning, common measures in classrooms; special methods and system (including grouping and individualisation, differential pacing and curriculum; programmed learning and mastery learning).

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8. Education of special categories - the gifted, the slow learners, the retarded, the sensorily handicapped, etc. (Principles, adjustments, integration, in brief).

Unit 7. Personality (with a holistc, phenomenological, humanist orientation)

1. Personality - concept; type, trait and factor approaches to analysing/assessing personality (brief introduction)

2. Development of Personality - Explanation of Freud (id, ego, super-ego), Erkson (psycho-social stages) Allport (stages upto proprium).

3. Structure of personality: Freud (id,ego,super-ego,and the conscious,sub-conscious,unconscious), Allport (levels of traits), Eysenck and Guilford (dimensional structure); factor-cum-trait structure (Cattell) etc.

4. Functioning of personality: selected concepts from Freud, (Libido, Conflicts, Repression,Regression,Sublimation etc.) Jung (universal psychic energy, introversion-extroversion), Adler (compensation and style of life), Karen Horney (needs and neurotic anxiety, social behaviour), Erich Fromm (basic personality needs, fear of escape from freedom, new interpretation to some key Freudian concepts, etc.) Kelly (personal constructs), Maslow (hierarchy of motives going upto self-actualisation), Rogers (analysis of human nature and emphasis on self-enhancement).

5. Synthesis of different views; the concepts of 'mature personality'; 'Sthithaprajna'; Value of Yoga and meditation in raising the powers of the mind and the level of consciousness.

Unit 8. Adjustment and mental health

1. Concept and inter-relationships

2. Mechanisms of adjustment (positive, defence, escape, withdrawal, compensatory mechanisms.

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3. Anxiety, conflicts, stress, tension, coping.

4. A brief introduction to Common forms of neuroses, psychosomatic disorders and psychoses (to help, identify possible cases that need specialised treatment).

5. Principles of mental hygiene - preventive, constructive and curative measures - role of and implications for education.

Approach, Thrust and Strategies in Treatment and Teaching-learning

1. Focus should be on basic/essential concepts and principles, meaningfully selected on the principles or criteria of relevance, utility value, conceptual clarity and validity (or soundness) and cognitive consonance and harmony.

2. Different points of view, explanations, principles, concepts etc. coming from different schools/theories/theorists about the same topic or issue or theme must be inter-related and integrated or synthesised to form a unified cognitive structure marked by adequacy, balance and harmony.

3. For all concepts, principles, theories and other structures with relevance to educational practice in any of its dimensions, the important implications and applications must be brought out adequately (This dimension of treatment and learning must get due weightage in education).

4. A humanistic-cum-cognitive field approach may be adopted for the treatment all through, accepting and treating behaviour/performance as manifesting/demonstrating/evincing internal structures including learning outcomes.

5. Lectures should be minimised; in the least they should be converted and strengthened into interactive discussions with a lot of student participation, using a

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range of visual aids including chematic representations or structured models. Team-teaching and panel discussions may be employed where convenient, especially for discussing controversial issues on presenting and synthesizing different points of view.

6. Responsible student learning, (individual and group) through guided or independent study, theoretical and practical assignments, tutorial and seminar discussions etc. must be maximised.

7. Wherever comprehensive and thorough-going instructional materials in simple, logical, textbook style presentation or in some form of programmed auto-instructional structure is available or at least clear and specific references can be pointed out, the students must be persuaded to read/study the topic in advance, and have only questions for clarification, criticism, restructuring and addition by way of implications and applications discussed in class.

8. 'Case discussion' method may be adopted to make learning concrete and meaningful, and this may be preceded and/or followed by reading of well-prepared learning material.

9. Concepts and principles from Indian Psychology may be quoted and integrated into modern psychology, wherever relevant and possible; illustrations and analysis must essentially be from Indian situation (though others could be added for the sake of generalization).

10. Research findings, with their interpretation and implications, and research needs/problems in contemporary India must be quoted/identified, wherever possible.

11. Practical work in respect of test administration, scoring interpretations etc. (at least) must be attempted.

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Evaluation

1. A comprehensive scheme of evaluation, with due emphasis on and weightage to different levels of objectives, forms of performance, units of content, etc. employing a variety of techniques and tools must be planned and notified at the beginning of the course.

2. Adequate formative evaluation through classroom interaction and discussion, presentation and discussion in tutorials and seminars, quiz, theoretical and practical assignments (by-products), etc. must be attempted, and these may be marked in grades at different times summated into an overall grade, and converted into marks, with 20 to 25 of the total credit for sessional work.

3. Adequately comprehensive summative tests must be given with suitable periodicity, preferably at the end of each major unit or a few that go together. Objective type and very short/specific answer type questions must be used in such tests, for the sake of clarity, clarification and meaningful feedback.

4. A suitable blue-print must be prepared notified and followed for any terminal examination, internal or external, to balance weightage to different objectives/ learnings, content, units, etc.

5. Essay type must be used minimally, and only when controversial issues are to be discussed or different points of view have to be presented, critically examined and synthesized. Short essays, with greater specificity and clearer thrust or focus may be preferred otherwise. A large proportion of really short answer questions, with clear focus on concepts, principles, theories, structures, etc. may be included with appropriate behavioral outcomes in interpretation or elucidation, illustrations, discrimination pointing out implications and/or applications, actual application in problem-solving, critical judgement or evaluation, etc.

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METHODOLOGY OF EDUCATIONAL RESEARCH

Time:120 hours

A course in Methodology of Educational Research in the M.Ed. Programme should be considered as an initiation into research process. The theoretical treatment would be strengthened by its practice in the form of a dissertation, which should at least be considered as a form of apprenticeship training. The course should stimulate a questioning mind, seeking truth, distinguishing between fact and opinion, impressions and proven evidences and objective interpretations.

An attempt may be made to dispel persistent prevailing notion that use of statistics is an essential part of educational research or that a piece of research is valued more if it incorporates use of statistics. Also, the belief that scientific method with its well structured steps is the only method of inquiry should also be removed. The student should also be familiarised with qualitative analyses, descriptive reporting and findings based on rigorous application of reasoned criticism.

COURSE OBJECTIVES

1. Ability to comprehend the essentials of reported research.
2. Inquisitive mind and spirit of inquiry
3. The student develops: understanding and appreciation of the role of research in the theory and practice of Education
4. Ability and competence to plan, execute and report research.
5. Ability to apply research findings in educational practice.

COURSE OUTLINE

UNIT - I

1. Methods of Acquiring knowledge:
   - i Tradition
   - ii Experience
   - iii Reasoning: Inductive and deductive

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2. Nature, Methods and steps of the following approaches for acquiring knowledge:
   i Positivistic
   ii Dialectical
   iii Scientific

UNIT - II

Educational Research

1. Meaning
2. Scope
3. Need and importance
4. Characteristics
5. Constraints and limitations
6. Ethical considerations
7. Levels: Theoretical, Applied Action and their inter-relatedness.

UNIT - III

1. Area of Educational Research with respect to:
   i Content of education
   ii Instruction, learning and evaluation
   iii Social and cultural needs
   iv Economic and political situations
   v Historical context
   vi Levels of education: Pre-primary, Primary, Secondary, Higher, Technical and Professional, Non-Formal, Adult Education.

2. Priority Areas of Education Research in the National and International Perspective

UNIT - IV

Research problem

1. Identification on the basis of:
   i. Experience (ii) Discussion (iii) Literature (Types and sources)

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2. Criteria for selection
3. Scope and delimitations
4. Meaning and role of Assumptions, Constructs, Laws, Theory, Hypothesis, Propositions, Axioms and Postulates.
5. Hypothesis
   (i) Characteristics (ii) Types (iii) Formulation (iv) Testing.

UNIT - V

Data Collection

1. Criteria of the data needed
2. Types of Data: Qualitative and Quantitative
3. Techniques and Tools
   (i) Characteristics, types and use of:
   a) Document scrutiny
   b) Observation
   c) Questionnaire
   d) Interview
   e) Rating scales
   f) Schedule
   g) Tests: Psychological, Educational and sociometric
   ii Selection of Appropriate Tools
4. Sampling
   i Population and sample
   ii Methods:
   a) Probability sampling; Simple Random including use of Random Number Table, Cluster, Stratified and Multistage.
   b) Non-probabiltiy Sampling: Quota,Judgement and purposive
   iii Sample size
   iv Errors: Sampling and non-sampling, systematics and random, and control of different errors.

UNIT - VI

Approaches

1. Historical 2.philosophical 3.Descriptive
4. Experimental

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UNIT - VII

Analysis of Data

1. Qualitative
   - i Criticism: External & Internal
   - ii Content Analysis

2. Quantitative
   - i Descriptive and inferential statistics
   - ii Organisation and tabulation of data with respect to the nature of Measurement: Nominal, Ordinal, Interval and Ratio.
   - iii Graphical Representation of Data:
     (a) Histogram (b) Frequency Polygon (c) Ogive
     (d) Pie diagram (e) Bar Diagram
   - iv Measures of Central Tendency:
     (a) Mean, Median and Mode
     (b) Uses and Computation
     (c) Selection of Appropriate Measure
   - v Measures of Variability:
     (a) Range, Quartile Deviation, Average Deviation, Variance and Standard Deviation
     (b) Uses and Computation
     (c) Selection of the appropriate measure
   - vi Measures of Relative Position
     Uses and computation of:
     (a) Percentile (b) Percentile Rank (c) Standard Scores.
   - vii Probability Distributions
     (a) Concept of Probability
     (b) Binomial Distribution: Concept and Nature.
     (c) Normal Distribtuion: Characteristics, Use of Normal Table and Applications.
     (d) Concept, uses and computation of Kurtosis and Skewness.
     (e) t-distribution: Concept and Nature: use of t-Table; Concept of Degrees of Freedom

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viii Measures of Relationships
(a) Correlation: Concept and uses
(b) Measures of Correlation:
1. Product Moment Correlation: Assumption, Uses, Computations and Interpretations
2. Rank Difference Correlation: Assumptions, Uses Computations and Interpretation.
(c) Prediction
1. Concept of Regression
2. Framing of Regression Equations (Involving two variables only) and their uses.
3. Accuracy or Prediction

ix Inferential Statistics
1. Parameter and Statistics
2. Parametric and Non-parametric statics

A. PARAMETRIC STATISTICS

a) Sampling Distribution of Statististics
b) Standard error and Reliability of Statistics; Computation and Uses with respect to: Mean, Standard deviation, and Product Moment Correlation
c) Null Hypothesis Testing:
i. Concept of Null Hypothesis
ii. Concept of levesl of confidence
iii. Concept of tests of significance
iv One-tailed and two-tailed tests
v. Type-I and Type-II errors
d) Testing the significance of the difference between the following statistics for independent and correlated samples:
(i) Means (ii) Standard Deviations (iii) Product Moment Correlation including use of Fisher's z-table (iv) Analysis of variance and co-variance (one way): Concept, Assumptions, Uses, Computations and Use of F-table.

B. NON-PARAMETRIC STATISTICS

i Chi-sqare test: Concept, Uses, Computations and Use of Chi-square table.

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ii) Sign Test: Concept, Uses and Computations
iii) Median Test: Concept, Uses and Computations.

C. Use of computer (elementary ideas) in Data Analysis.

UNIT - VIII

Interpretation of Results of Analysis

In terms of:
(i) Objectives (ii) Hypotheses (iii) Limitations of tools and data (iv) Earlier findings (v) Unstudied factors (vi) Intervening variables (vii) collating results obtained through different techniques of analysis.

UNIT - IX

Generalization of Results

(i) Bases (ii) Justification (iii) Implications for Researchers and Practitioners.

UNIT - X

i) Research Proposal
ii) Research Report
   a) Thesis and Dissertation for various degrees
   b) Abstract
   c) Summary
   d) Monograph
iii Research Reporting for practitioners and others concerned.

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CURRICULUM, INSTRUCTION AND EVALUATION*

Unit I: Factors in Curriculum Development

Equalisation of Educational opportunity; Learner as a Factor of Curriculum Development; Learning process and Curriculum Development; Learning Outcomes and Curriculum Development; Sociological and Economic Factors in Curriculum Development.

Unit II: Design or Organisation of Curriculum

Meaning, importance and Principles of curriculum Design; Types of Curriculum Design; School Subjects as Basis for Curriculum Design; Newer Approaches to Curriculum Design; Administrative Considerations in Curriculum Design; Curriculum Design for Better Teaching.

Unit III: Curricular Aids

The concepts of Curriculum Enrichment, The Library; The Curricular Laboratories, Audio-Visual Aids.

Unit IV: Instructional Models

Concept of Teaching Model; Basic Teaching Model; Types of Teaching Models; Concept Attainment Model; Inductive Thinking Model; Inquiry Training Model.

Unit V: Instructional Objectives

Concept of an Instructional objective; writing Instructional Objectives in Behavioural Terms; Task Description, Task Analysis.

Unit VI: Instructional Procedures and Learning

Basic Learning Conditions: Conditioning and Verbal Learning; Teaching and Learning of Concepts and Principles, and Psycholitor Skills; Problem Solving, Creativity and Discovery Learning; Instructional Technology including use of Hardware and Software.

* *The paper needs to be converted to modules.*

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Unit VII: Measurement and Evaluation of Learning Outcomes

Concept of Measurement and Evaluation; Relationship between measurement; Evaluation and Learning Outcomes; Types of Tests: Teacher-made and Standardized Tests; Taxonomy of Educational Objectives; constructing and using Essay type Tests, Objective Tests and short answer Tests; Formative and Summative Evaluation.

Unit VIII: Norm-Referenced and Criterion-Referenced Testing

Concept of Norm-Referenced and Criterion-Referenced Testing; Development of Norm-Referenced Tests and Criterion-Referenced Tests; Their uses and Limitations.

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HISTORY OF EDUCATIONAL THOUGHT AND SYSTEMS*
WITH SPECIAL REFERENCE TO INDIA

Systems in India

A
- Vedic Education
- Upanishadic Education
- Buddhist and Jainist System
- Medieval and Islamic Education
- Modern Indian Education
- Colonial and Western Influence
- Independence and Attempt to build national system New Consitution
- Ram Mohan Roy, Vivekanand, Tagore, Gandhi and Aurobindo

B
- Ancient Chinese, Persian, Greek, Roman, Hebru Education
- Medieval European Education
- Renaissance and Reformation
- Main currents of Modern American and European Education
- Plato, Aristotle, Comenius, Becon, Rousseau, Locke, Spencer, Dewey, Russel and Whitehead
- Relate Education to the Systems

* *The paper needs to be detailed and converted to modules.*

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CONTEMPORARY EDUCATION*

A
- Making of Modern India
- Hindu Heritage
- Buddhism and Jainism
- Medieval Synthesis
- National Movement
- Gandhi and Marx
- Indian Consitution

B
- Modern Education
- Educational Heritage, Colonial Education System
- Attempt for its transformation
- Constitutional Provisions for Educationn
- Pre-primary, Primary, Secondary, Tertiary
- Vocational, Professional, teacher, Women Education
- Education of the underprivilged group
- Adult, Nonformal Education
- Management of Education
- Appex Bodies
- Achievement and Failure of Education
- Problems of Education. Universalization, Admission, Wastage and Stagnation, Vocationalization.

* *The paper needs to be detailed and converted to modules.*

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7.2.3 ELECTIVES

A number of areas of specialisation were identified by the committee, of which thirteen have been selected for preparation of detailed syllabi. The electives offered in all Universities in India were classified. This information is given as Appendix 12. On the basis of number of universities offering a particular elective, and taking into consideration the emerging needs and new thrust areas thirteen areas were identified and detailed tentative syllabi were prepared. The work of presenting the syllabi in modular form has not been started on these syllabi due to lack of time. It was also felt that the committee required the services of additional experts to complete this task.

When the syllabi are broken down into modules, there can be changes of addition/or omission The detailed syllabi for the electives are presented as Vol.I(b) of this report separately.

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7.2.4 STEPS IN FRAMING THE CURRICULUM

1. Draft Syllabi - 1: Appendix 5 presents the draft syllabi prepared in the Department of Education.

2. Draft Syllabi - 2: The outline of the syllabi for the 4 core papers were arrived at during the discussions of the first meeting of the curriculum committee (Appendix 14).

3. Detailed Syllabi: The details of the syllabi were arrived at during the discussions at the next two meetings. The form of the syllabi were finalised by sub-groups and by individual members working between meetings.

4. Syllabi in Modular Form: The detailed syllabi were reframed for the purpose of writing modules. Between the 3rd and 4th meeting the modules were prepared by members individually. The modules were discussed at the 4th meeting and finalised and are given herewith.

Involvement of teaching faculty of Departments of Education:

Suggestions on notes on the structure of the M.Ed. Course and the syllabi for core papers and optionals were circulated among a number of experts in the Faculty of Education and their responses were incorporated in determining the structure of the present course and in framing of the final syllabi.

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7.3 PREPARATION OF SYLLABI AS MODULES

As required by the UGC in its guidelines and its letter D.O. No.F.1-1/85(CDC) dated 20th April 1987 the Curriculum was to be prepared in modular form (Appendix 15).

Note on Modular Approach

A note on the modular approach was prepared by the Centre and circulated to all members to ensure uniformity in the preparation of modules (Appenndix 16). At the General meeting the structure of the modules were discussed.

7.3.1 General Format for Modules

The distinction between learning modules and curricular modules were identified and the essential aspects identified. The general format of modules was arrived at:

1. Each sub-unit was to form the content of a module.
2. Each module was to be for one hour period.
3. Each module was to contain
   a. Content specification
   b. Objectives
   c. Instructional strategies
   d. Evaluation
   e. Reading Material
4. General list of reference was to be produced.

The Committee was of the view that two types of reading materials were to be provided.

1. Basic Reading materials
2. Further Reading materials

The work of presenting the curriculum in modular form was started with the core papers. The committee was not able to present the electives in modular form because of lack of time and inability to utilise the services of other experts.

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7.3.2 APPROACH, THRUST AND STRATEGIES IN TREATMENT AND TEACHING-LEARNING

1. Focus should be on basic/essential concepts and principles, meaningfully selected on the principles or criteria of relevance, utility value, conceptual clarity and validity (or soundness) and cognitive consonance and harmony.

2. Different points of view, explanations, principles, concepts etc. coming from different schools/theories/theorists about the same topic, issue or theme must be inter-related and integrated or synthesised to form a unified cognitive structure marked by adequacy, balance and harmony.

3. For all concepts, principles, theories and other structures with relevance to educational practice in any of its dimensions, the important implications and applications must be brought out adequately (This dimension of treatment and learning must get due weightage in education).

4. A humanistic-cum-cognitive field approach may be adopted for the treatment all through, accepting and treating behaviour/performance as manifesting/demonstrating/evincing internal structures including learning outcomes.

5. Lectures should be minimised; in the least they should be converted and strengthened into interactive discussions with a lot of student participation, using a range of visual aids including schematic representations or structured models. Team-teaching and panel discussions may be employed where convenient, especially for discussing controversial issues on presenting and synthesizing different points of view.

6. Responsible student learning, (individual and group) through guided or independent study, theoretical and practical assignments, tutorials and seminar discussions etc. must be maximised.

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7. Wherever comprehensive and through-going instructional materials in simple, logical, textbook style presentation or in some form of programmed auto-instructional structure is available or at least clear and specific references can be pointed out, the students must be persuaded to read/study the topic in advance, and have only questions for clarification, criticism, restructuring and addition by way of implications and applications discussed in class.

8. 'Case discussion' method may be adopted to make learning concrete and meaningful, and this may be preceded and/or followed by reading of well-prepared learning material.

9. Concept and principles from Indian culture may be quoted and integrated, where relevant and possible; illustrations and analysis must essentially be from Indian situation (though others could be added for the sake of generalisation).

10. Research findings, with their interpretation and implications, and research needs/problems in contemporary India must be quoted/identified wherever possible.

11. Practical work in respect of test administration, scoring interpretations etc. (at least) must be attempted.

Evaluation

1. A comprehensive scheme of evaluation, with due emphasis on and weightage to different levels of objectives, forms of performance, units of content, etc. employing a variety of techniques and tools must be planned and notified at the begining of the course.

2. Adequate formative evaluation through classroom, interaction and discussion, presentatio and discussion in tutorials and seminars, quiz, theoretical and practical assignments (by-products) etc. must be attempted, and these may be marked in grades at different times, summated into an overall grade, and converted into marks, with 20 to 25 of the total credit for sessional work.

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3. Adequately comprehensive summative tests must be given with suitable periodicity, preferably at the end of each major unit or a few that go together. Objective type and very short/specific answer type questions must be used in such tests, for the sake of clarity, clarification and meaningful feedback.

4. A suitable blue-print must be prepared, notified and followed for any terminal examination, internal or external, to balance weightage to different objectives/ learnings, content, units, etc.

5. Essay type may be used minimally, and only when controversial issues are to be discussed or different points of view have to be presented, critically examined and synthesised, short essays, with greater specificity and clearer thrust or focus may be preferred otherwise. A large proportion of really short answer questions, with clear questions, with clear focus on concepts, principles, theories, structures,etc. may be included with appropriate behavioural outcomes. The interpretation or elucidation, illustrations, discrimination pointing out implications and/or applications, actual application in problem-solving critical judgement or evaluation, etc.

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7.4 MODULES OF CORE PAPERS

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7.4.1 PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Unit I PHILOSOPHY OF EDUCATION: MEANING AND SCOPE

I. Content Specification:

Students will be made familiar with:

A. 1. meaning of Philosophy - Quest of wisdom, analysis
2. scope of philosophical inquiry.
3. meaning of education with reference to individual growth and development.
4. origin and purpose of human existence as the common denominator between philosophy and education.
5. Need for a philosophy of education

II. Objectives:

1. To enable the students to understand:

a. Meaning and scope of Philosophy.

b. Meaning and scope of Education.

c. Need for a philosophy of education.

d. Origin and purpose of human existence as common denominator between philosophy and education.

2. To enable the students to understand the role of philosophy in education.

III. Instructional Strategies:

Sub Unit 1.1

1. Teacher will prepare a list of definitions of Philosophy and help the students to develop an omnibus definition of the subject determining its scope of enquiry.

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2. The student will examine the various definitions critically locating the gaps in each of them. Each definition will be studied with reference to the theoretical predilection of its author.

Sub-unit 1.2:

1. Introductory lecture by the teacher on the basic issues pertaining to existence in general and human existence in particuluar. The teacher will highlight the questions constituting the basis of any philosophical enquiry.

2. The students will prepare a comprehensive list of questions relating to existence, its cause and purpose, origin and end, relationship between various objects and entities in the universe and categorise such issues. The students will realise how the existence of metaphysical entity become a logical compulsion in terms of cosmological, teleological and ontological arguments.

Sub-unit 1.3:

1. Teacher will explain the difference between prescriptive definitions and analytical definition and provide a few definitions of education to explain the point. Besides, teacher will prove how a definition of education reflects the overall goals which a society seeks to achieve over a period of time. The definitions selected by teacher should cover the period from Plato to 20th century philosophers of education.

2. The students will prepare a review article on meaning, scope and purposes of education.

Sub-unit 1.4:

1. The teacher will enlighten the students about the scope of discussion on origin and purpose of human existence. Teacher will explain the issues from materialistic as well as spiritualistic standpoints. The teacher will further explain how the questions regarding origin and purpose of human existence are vital to the normative - prescreptive definitions of education.

2. The students will examine the evolutionary principle which tends to explain the emergence of universe as an outcome of evolution without any absolute cause, hence without any-

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absolute purpose. The students will appreciate how this type of argument culminates into relatively of cause and purpose, and evolution of values which human beings project and pursue from time to time.

Sub-unit 1.5:

1. The teacher will recapitulate the discussions regarding meaning and scope of Philosophy and Education, and their mutual dependence.
The conclusion regarding the need for philosophy of education will be drawn in the contemporary Indian context.

2. Students will examine their own conclusion regarding the basic issues of life, contemporary relevance of these issues and how the conclusions drawn determine the philosophy of education.

Evaluation:

a. Short answer questions:

1. What do you understand by Philosophy?

2. Philosophy is described as a quest for knowledge and wisdom. What is the difference between knowledge and wisdom?

3. Explain the following terms:
Explanatory definition, Prescriptive-normative definiton

4. Discuss the following with reference to the relevant philosophical issues:
Teleological argument, Cosmological argument, ontological argument.

b. Questions for detailed analysis.

1. How do the questions regarding the cause and purpose of human existence lead to materialistic and idealistic view points?

2. Why should a teacher study philosophy of education? Explain in the light of your answers to the basic philosophical issues concerning human existence.

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Suggested Basic Readings

Suggested Further Readings.

Unit II FUNDAMENTAL PHILOSOPHICAL ISSUES

I. Content Specification:

A. 1. Metaphysical issues.

2. Epistemological issues.

3. Ontological issues

B. As a result of learning outcomes of Unit I the students are supposed to have been fully initiated into the mode of philosophical inquiry regarding the why and how of existence and the relevance of the same to the theory and practise of education.

II. Objectives:

1. The students will be able to identify the metaphysical, epistemological and ontological issues underlying human existence.

2. The students will be able to grasp the relevance of these issues to educational endeavours.

Instructional Strategies:

Sub-unit 2.1

1. The teacher will discuss how the metaphysical entity is the outcome of human mind which is conditioned to seek cause for every effect. This human characteristic can be apriori and hence there is some necessity to accept the existence of original cause which could be both sufficient and effective. The teacher will refer to Kant's Critique of Judgement and Critique of Practical Reason tending to explain Mind as a basis and precondition of existence. Teacher will discuss

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the limitations of Herbert Spencers views regarding the evolution of existence and prevalence of consciousness therein. Teacher will present a critical review of Spencer, Kant and Discartes regarding the metaphysical issues and how William James justified the Kantian thesis contained in Critiques of Judgement and Practical Reason.

2. Students will prepare a chain of events within time-space continum to examine whether there could be a possibility of the occurrence of an event without a causal event preceding it. Some analogies of cause and effect will be picked up for discussion.

"Occurrence of an idea as an event"

The students may reflect about the origin of ideas as an event and its causal event. If there could be any

Sub-unit 2.2

1. Teacher will explain the meaning of epistemology, need of epistemology in philosophical enquiry, scope of knowledge, means of knowledge,sensational, perception leading to emperical knowledge, intuition, authority and analysis, limits of knowledge considering the limits of human cognition and infinite character of reality. Besides the questions regarding what happens to the object when it is known, what is the nature of change in the knower after knowledge has taken place, knowledge of the past events and the knowledge of the future; what is the relationship between the existence and knowledge etc will be explained

2. i. Students will prepare a list of objects, events and processes which are known.

ii. They will reflect about the perceptual apparatus involved in knowledge.

iii. They will catagorise knowledge according to means of knowing.

iv. The students will examine how the class room teaching results in learning and in what sense it is considered as knowledge.

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Sub-unit 2.3:

1. Besides explaining the term ontology, the teacher will evolve a list of values which human beings pursues at different levels with varying degrees of intensity and perseverennce. The level of intensity with which values are pursued will serve as the criterion for estabilishing the hierarchy of values. Besides, the following issues regarding the values will be considered.

i. Are certain values apriori?

ii. How does relationship between cause and effect serve as a basis for freedom, justice, immorality as apriori in terms of Kantian logic?

iii. Can values have any materialistic base?

iv. What is the possibility of pursuance of a value as an intrinsic condition rather than tactical expediency subservient to survival?

v. How do values emerge in a primitive social existence?

vi. Is there any conflict between material and metaphysical base of values?

vii. What do you understand by dysfunctionality of value?

viii. Controversy regarding absoluteness and relativity of values.

Sub-unit 2.4;

i. Students will reflect about the variety of values they pursue in their personal lives and observe other selves pursuing some values with varying degrees of intensity and various spaces of duration.

ii. Every student will prepare a hierarchy of values on the basis of his introspection.

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iii. They will establish a correspondence between values and needs and the evolution thereof.

iv. They will examine how some values transcend the limits of human volition .

v. The students will examine the scope of realisation of the values through eduction.

IV Evaluation:

A. Short answer question:

1. What do you understand by the terms metaphysics, epistemology and ontology?

2. Prepare a list of metaphysical issues.

3. What purpose is served by metaphysical entity as conceived by man?

4. What are the various means of knowledge?

5. Mention the scope and limits of human knowledge.

6. What is the difference between knowledge and wisdom?

7. Establish the correspondence between needs and values.

8. Can a pursued value be contrary to the needs of survival?

9. Can absolute values be ever dysfunctional?

B. Questions for comprehensive treatment:

1. What do you understand by the term metaphysics? How do our metaphysical belifes influences our lives? Support your answer with arguments.

2. How do our epistemological conclusions influence our theory and practice of teaching? Give suitable examples.

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3. "There are some values which transcend space, time and cultural barriers". Discuss.

Suggested Basic Readings

Suggested Further Readings

Unit III INDIAN PHILOSOPHY AND EDUCATION

I. Content Specification

A. 1. The thematic content of the Upanishads and the Bhagavad Gita

2. Heterodox schools of Indian Philosophy - Buddhism, Jainism and Charvaka.

3. Quranic Monism and Monotheism.

4. Christian thought and idea of human-services.

5. Evaluation of human psyche and its dependence on super-phenomenal entity.

B. The contents of this topic will be treated in such a way that the students have a comparative review of the various schools of thought and its educational implications with special reference to religions and social divergencies in the Indian Society.

II Objectives:

1. To acquaint the students with the thematic content of the Upanishads and the Bhagavad Githa, the heterodox

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schools of Indian philosophy - Buddhism, Jainism and Charvaka, Quranic Monism and Monotheism and Christian thought and idea of human service.

2. To make students aware of the process of evaluation of human psyche and its dependence on superphenomenal entity.

3. To make students examine the educational implications of Indian philosophy.

Instructional Strategies

Sub-unit 3.1:

1. a. Teacher will deliver two introductory lectures on the thematic content of the Upanishads and the Bhagavad Gita and lead a detailed discussion of the concepts: Time, Space, Movement, Atman, Paramatman, Purush, Prakriti, Maya, Moksha, Karma, Moha etc.

b. Teacher will explain the basic axiom of Bhagavad-gita, Existence of God, Immortality of soul, Transcedental character of consciousness etc.

c. Teacher will explain the philosophy of action and non-action as contained in the Bhagavad Gita.

d. The epistemological and ontological aspects of the philosophy of Upanishads and Bhagavadgita will be discussed.

e. Adishankar's argument regarding non-compatibility between moksha and action will be explained by the teacher emphasizing the concept of non-action as propounded by Adishankaracharya.

d. Jnana, Bhakti and Karma as the means of Moksha will be deliberated upon.

2. a. Students will discuss the cosmological similarity between the Upanishads and Bhagavad Gita.

b. The students will discuss the context of the Bhagavad Gita and its metaphysical tones.

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c. The educational implications of Upanishads and Bhagavad Gita will be discussed in the context of contemporary socio-economic and political conditions.

Evaluation:

Sub-unit 3.1

A. Write short notes on:
Atman, Paramatman, Brahman, Manas, Pran, Moksha, Maya, Bhakti, Jnana, Karma, Non-action, Transmigration of Atman, Sathitprajna, Purusa, Purushottama.

B. Questions for comprehensive treatment:

a. Prepare theme of any two of the principal Upanishads

b. In what sense do you think that the Upanishads constitute the climax of the metaphysical thought?

c. 'If the axioms pertaining to the existence of God, immortality of soul, metaphysical principle of justice as contained in the Bhagavad Gita are challenged most of contents of the Bhagavad Gita loose meaning'. Discuss.

Sub-unit 3.2

1. a. The teacher will explain the concept of Nirvan in Buddhism and Jainism and draw a contrast between Buddhistic-Jainistic Nirvan and Upanishadic concept of Moksha.

b. Ways of attaining Moksha, scope of God in Buddhism; logic of Jainism to realise the truth.

c. Charvaka philosophy as a contradiction to Upanishadic spiritualism, other worldliness and negation of phenomenal existence.

2. a. Students will reflect on lives and achievements of Buddha and Mahavira in their respective historical contexts.

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b. A discussion regarding possibility of ethics in the absence of the concept of God.

c. Ethical and aesthetic implications of Charvaka philosophy will be discussed.

Evaluation

A. Short answer questions:

a. Count the Buddhistic prescriptions for attainment of Nirvan.

b. State the propositions of syadvad.

c. What is the theme of Charvaka philosophy?

Questions for detailed reflections:

a. 'Buddhistic Nirvan and Upanishadic moksha are basically the same'. Elucidate.

b. 'Charvaka philosophers were out to prove meaninglessness of superphenomenal entities propounded by Upanishadic thinkers in contrast to phenomenal conception of reality'. Examine critically.

Sub-unit 3.3

The teacher will elaborate the following points:

a. Origin of Quran as a word of God to have been revealed through inspiration to the prophet;

b. Islam as a reaction to crude idolatory;

c. Islamic monotheism and monism;

d. Islamic concepts of God as a benevolent, omniscient; omnipotent and just metaphysical entity.

e. Al-Ghazalis contributions to Education.

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f. Islamic education as a means of propagation of Islamic metaphysic, epistemology and ethics.

g. Eight useful insights proposed by Al-Ghazali.

h. Khaldun's contribution to educational thought.

i. Elements of secular knowledge in Khaldusi's writings

j. Indian attempt to assimilate Islamic tradition through Bhakti movement.

2. a. Student will discuss theme of Islam and its Philosophical basis.

b. Students will draw comparison between 20th century ethics and Islamic ethics.

c. Students will state Al-Ghazali's insights.

d. Students will examine Khaldun's epistemology.

Sub-unit 3

Evaluation:

A. Short answer questions:

a. Write a short note on the life and achievements of prophet Mohammad.

b. What are the characteristics of Allah, the Quranic God?

c. State Al-Ghazali's eight insights.

d. What are the educational prescriptions of Ehaldun?

B. Questions for detailed comments:

a. Compare the concept of Allah in Quran and Brahma in Upanishads.

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b. Comment on Indian attempt to assimilate Islamic philosophy. Discuss with reference to Bhakti movement and modern Islamic thinkers in India.

Sub-unit 3.4

1. Teacher will give short discourses on;

   a. Bible as a basis for ethics and social order.

   b. Ancient Church and education: influence of ancient saints.

   c. Medieval Church and education:Influence of Gerson's Treatise on leading child to Christ.

   d. Influence of modern Christian missionaries on education all over the world.

   e. Mettaphysical beliefs of old and new Testaments and its influence on education.

2. a. Students will prepare a note on the origin of Christianity

   b. Students will conduct detailed study of Gerson's Treatise on leading child to Christ and discuss its educational implications.

   c. Students will prepare a note on ethics and morality underlying Bible and its comparison with Upanishadic and Islamic ethics, aesthetics and morality.

Evaluation

A. Short answer questions:

   a. Write a short note on theme of Christianity

   b. State theme of Gerson's Treatise on leading child to Christ.

   c. What are the metaphysical conclusions which can be derived from old and new testaments?

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B. Questions for analytical treatment:

Comment on the similarity between Christian ethics and Buddhistic ethics.

Sub-unit 3.5

1. The teacher will concentrate on the following points during lectures and discussions:

a. Growth of Personality

b. Meaning of psyche

c. Psychological explanation of the development of psyche

d. Role of identification in the development of psyche

e. Identification with the father and father substitute.

f. Metaphysical entity personified as the father substitute.

g. Human values projected as the characteristics of the father substitue.

h. Recognition of life and death as a continuous process

i. Extension of self as the Universal being

j. Scope and limit of realisation of such an evolution through education.

2. a. Student will study the lives of great men who have pursued great causes in their lives and interpret the biographical data with respect to process of evolution of psyche.

b. Students will reflect about how teacher can function as father substitute and project certain values and transmit motives among children which are likely to stimulate great thoughts and deeds.

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Evaluation

A. Short answer questions:

Write short notes on:

Human psyche, personality growth and development, identification mechanism, role of father and father substitute in the growth of psyche, life and death as a continuous process.

The awareness of death and its acceptance as a possible source of maturity of human pasyche.

B. Questions for elaborate analysis:

What do you understand by the term, 'evolution of human psyche'? What are the criteria with reference to which the said evolution could be assessed? Can we manipulate the growth of human psyche? Elaborate.

Suggested Basic Readings

Suggested Further Readings

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Unit IV

SCHOOLS OF PHILOSOPHY

I. Content Specifications:

A. A short introduction to major philosophies of education.

1. Naturalism - Contributions of Haeckel, Spencer, Sellar, Moore and Tagore.

2. Pragmatism - Contributions of Peirce, William James, John Dewey, Schiller, Kilpatrick and Gandhi.

3. Idealism - Contributions of Descarles, Berkeley, Kant, Hegel, Sankaracharya, Aurobindo, Vivekananda.

4. Realism - contributions of Ascham, Montaighe, Bacon, Comenius etc.

B. The overall theme of the above mentioned philosophies will be presented relating to practices in Indian educational systems.

II Objectives:

1. To enable the students to understand the basic tenets of the fundamental philosophical thought - Naturalism, Pragmatism, Idealism and Realism.

2. To enable the students to compare the principles underlying Naturalism, Pragmatism, Idealism and Realism.

3. To enable the students to draw conclusions with regard to educational implications (nature of education, role of teacher, discipline, teaching-learning process, methodology, nature of instruction etc.) of Naturalism, Pragmatism, Idealism and Realism.

Instructional Strategies:

Teacher will deal with the following points:

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a. Controversy regarding mind vs matter as the central problem of philosophy and polarisation among philosophers on this issue.

b. Time and space fundamental to existence.

c. Existence explained in terms of occurrence of objects, events, and ideas in space and time.

d. Naturalism - Haeckel's thesis regarding the riddles of the universe, Spencer's first principles, Sellar's evolutionary naturalism and Moore's hypotheses regarding origin and nature of life. The teacher will explain how the above mentioned authors have drawn the conclusion that existence does not have any absolute cause.

Only a short mention of Rousseau may be made with reference to his social Contract, Confessions and Emile.

e. Pragmatism - essentially an American philosophy; pragmatism as an attempt to draw a compromise between materialistic and idealistic philosophies. Contributions of C.S. Peirce, William James, John Dewey, Schiller, Kilpatrick.

Scope of apriori possibilies, axioms, Relativity of values. Pragmatic criteria for assessing a value. Emergence of values through experience and experimentation.
Difference between views of William James and John Dewey, William James and his variety of religious experience.

f. Idealism - Dependece of matter on mind for its existence, Intutions of idealism, contributios of Descartes, Berkeley, Kant and Hegel.

g. Realism - A tendency to negate the subjectivity of judgement. Duality between mind and matter. Modern realism as a reactio to subjective idealism. Primarly a way of knowing , reflecting faith in reason. Realism as a metaphysical belief that objects exist idependent of human perception and independent of one another. Relations among objects, and between objects and minds do not prove the one-ness of perceiver and percept.

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Evaluation:

1. Short answer questions:
   a. Define nature.

   b. "Idea is the basis of reality", What are the limitations of this proposition?

   c. 'Mind as well as matter are real'. How does this statement go against idealism?

   d. Enumerate the criteria against which pragmatists test the functionality of a value.

   e. What is the function of religious experience according to William James?

Question for detailed treatement:

   a. Explain how Descartes proves mind as the basis of existence?

   b. What is the difference between William James and John Dewey so far as their concern for identification of values is concerned?

   c. What do you mean by dependence of value of human experience? Explain with reference to John Dewey's pragmatism.

   d. 'The world is many and not one, it is analysis which leads us most surely to reality'. Discuss.

   e. Examine how the Philosophies of Realism, Idealism, Pragmatism and Naturalism influence Education.

Suggested basic Readings

Suggested Further Readings

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Unit-V HEGELIAN DIALECTICS AND DIALECTICAL MATERIALISM

1. Content Specification:

A. 1. Hegel's holistic view of reality.

2. Hegel's view of epistemology or theory of knowledge.

3. Hegel's theory of philosophy of history.

B. This topic is in continuation of the topic on schools of philosophy. One can treat it as a component of the whole unit. The students will be acquainted with the concept of universality of contradictions.

II. Objectives:

1. To enable the students to grasp the Hegelian view of Reality and history.

2. To enable the students to study the educational implications of Hegel's philosophy of Dialectics and history.

Instructional Strategies:

1. Teacher will concentrate on the following points:

i. Hegel's holistic view of reality.

ii. Emergence of contradiction within the whole

iii. Hegelian theory of knowledge based on his dialectics.

iv. Hegel's philosophy of history and supremacy of reason.

'Elaboration of the following proposition'

'The only thought which philosophy brings with it is the simple conception of reason,

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that reason is soverign of the world, that the history of the world therefore presents us with a rational process.... Reason is substance as well as infinite power, its own infinite material underlying all the natural and spiritual life which it originates, as also the infinite form that which sets the material in motion. Reason is the substance of universe'.

v. Contradiction between the spirit and matter

vi. Role of nations in the Universal dialectics.

vii. Significance of state.

viii. Role of education in promoting reason

2. Students will identify social situations in which anti-thesis emerges against theses.

Evaluation:

A. Short answer questions:

i. Explain the term contradiction.

ii. How does contradiction initiate reason?

iii. What do you mean by supremacy of reason?

B. Questions for detailed reflection:

What is the place of education in Hegelian philosophy of history? In what sense do you think that Hegel is essentially an idealist? Support your answer with suitable examples.

Suggested Basic Readings:

Suggested Further Readings:

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Unit-VI MARXISM AND EDUCATION

1. Content Specifications:

A. 1. Technical Background of Marxian Philosophy .

2. Identification of contradiction in feudalism, socialism and capitalism.

3. Class as a substitution for Hegle's nation.

4. Marx's belief in dialectical movement as a result of conflict between labour and capital tending towards Socialism, Communism and finally climaxing into anniheliation of state.

5. Struggle for control over means of production.

6. Labour theory of value.

7. Political implications of Marxism and its various reflections in different totalitarian systems.

B. The students will have a general information regarding factors of production and significance of labour, capital and the conflict therein. The teacher will examine the Marxian concepts visa vis the value systems.

II. Objectives:

To enable the students to comprehend the theme of Marxian philosophy and its implication for education.

III. Instructional Strategies:

1. The teacher will concentrate on the following points:

a) Marx and 19th century economic systems prevailing in Western European Countries.

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b) Identification of contradiction in Feudalism, Socialism and capitalism.

c) Class as a substitution of Hegel's nation.

d) Marx's belief in dialectical movement as a result of conflict between labour and capital tending towards socialism, communism and finally climaxing into anniheliation of state.

e) Struggle for control over means of production.

f) Labour theory of value.

g) Political implication of Marxism and its various reflections in different totalitarian systems.

h) Marx's philosophy as a basis of state monopoly.

2. Student's activity

Students will prepare a list of events taking place in contemporary totalitarian system and examine how these explain application of Marx's theory in manipulating the state affairs.

EVALUATION

(a) Short answer questions

a. What are the factors of production?

b. 'There are only two factors of production: land and labour' prove this proposition in the context of Marxian thesis.

c. State in brief the labour theory of value.

d. Count educational implications of Marxian dialectics.

(b) Questions for Detailed Reflection

a. Trace influences of Hegel on Marx.

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b. 'Marx' predictions regarding the dictatorship of the Proletariat and emergence of utopian communistic state is myth because it does not have any time dimensions'. Examine critically.

c. What is the scope of development of egalitarian system through education? Discuss with references to Marxism.

Suggested Basic Readings

Suggested Further Readings.

Unit VII HUMANISM AND EXISTENTIALISM

1. Content Specification:

A. 1. Meaning and Scope of humanism.

2. Its application to aims of education, curriculum and methods of teaching.

3. Meaning and Scope of existentialism.

4. Comparison with metaphysics, existential epistemology and educational implications of existentialism.

II. Objectives:

1. To acquaint the students with the major theses of humanistic philosophers and

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to enable the students to apply the same to educational aims, curriculum and values.

2. To acquaint the students with existential value theory and its educational implications.

Sub-unit 1 and 2

III. Instructional Strategies:

1. The teacher will initiate a short discourse on the following points:

   a. Theories of conflict in Economics, Biology and Psychology.

   b. Recognition of will-power as the primary source of human behaviour.

   c. Major political events in the first half of 20th century.

   d. Emergence of nuclear energy and its several uses.

   e. Collective struggle for survival.

   f. Need for saving human culture.

   g. Contributions of pacifists and international forums.

   h. Efforts of underdeveloped world in bringing humanism under focus of attention.

   i. Writings of Mahatma Gandhi, Nehru, Radhakrishnan.

   j. Humanism and national interests - a conflict therein, possibility of resolution of the conflict.

2. a. Prepare a commentary on achievements of international organisation in fostering spirit of humanism.

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b. Students will examine the evolution of universal religion and resultant ethics.

3. The teacher will highlight the following points:

a. Existentialism as a reaction to second industrial revolution.

b. Recognition of intution,feeling and will as an equivalent of human cognition.

c. Subservience of individual in a technological society giving rise to alienation.

d. Limits of freedom of choice.

e. Communality among Kierkegard,Nietzsche, Heidegger, Sartre, Camus on questions regarding life, death and individual freedom and volition.

2. a Prepare a list of situations in ordinary life where an individual is inflicted with the sense of loneliness and alienation.

b. Students will examine how alienated individuals accept principle of existence preceding essence in desperate situations.

IV. EVALUATION

Short answer questions

a. Prepare a list of events in 10th century which highlights promotion of humanism.

b. Prepare a list of events which run counter to the spirit of humanism.

Questions for elaborate analysis

a. What is the philosophical basis of humanism?

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b. What are the scope and limitations of education as an agency in fostering humanism.

Short answer questions for sub-unit 3 and 4

a. Write brief notes on:

Significance of feeling, intuition vs cognition, human volition and freedom, alienation, will to live and freedom to commit suicide.
Atheism and existentialism.

b. 'Schopenhauer,Nietzsche and Kierkegard give thoeretical base to existentialism and Heidegger, Sartre and Camus only verified basic existential thesis in actual life'. Discuss.

c. What are the educational implications of the existential theses? Discuss.

Suggested Basic Readings.

Suggested Further Readings .

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Unit-VIII RELIGION: PHILOSOPHICAL FUNDAMENTALISM AND ANALYTICO-RATIONALISTIC APPROACH TO PROBLEMS OF LIFE

I. Content Specification

A. 1. Religious philosophical fundamentalism.

2. Similarity between various religions and the differences.

3. Scope of religious education in secular society.

4. Looking at life and the evolution of society.

5. Rational analysis of problems of life.

B. This topic is spread over a vast canvas and is full of basic concepts which may seemingly look contradictory but originating from the same source of philosophy. The topic can be dealt with great care, not to show the various facts of looking at Religion and Life.

II. Objectives

1. To enable the students to grasp the various shades of outlook to life and religion.

2. To help them to know the courses of the diversity in opinion.

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Sub-units 1 to 4

Instructional Strategies

1. The teacher will concentrate on the following issues:

   a. Meaning of Fundamentalism.

   b. Fundamentals of religion.

   c. Is Fundamentalism essentially non-conforming to social cohesion considering secular living?

   d. Religious fanaticism versus religious fundamentalism.

   e. Ritualistic aspects of religion as against the universal metaphysical and ethical considerations.

   f. Source of conflict between the major world religions.

   g. Meaning of philosophical fundementalism.

   h. Opinion versus rational conclusions regarding fundamental philosophical issues.

   i. Philosophical thought as a prescription rather than a possible explanation of human predicament.

   j. Marxism as a source of philosophical fundamentalism.

2. a. Students will examine the outer forms of religion

   b. The realisation of certain values as a basic concern for all religions will be discussed by the students.

   c. Students will survey the prevailing religious fundamentalism in the underdeveloped world.

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Sub-unit 5

1. a. Society as a source of individual predicament.

   b. Element of chances in human life.

   c. Distributive injustice and social inequality.

   d. Individual differences inherited biologically and perpetuation and precipitation of social inequality.

   e. Rational analysis of problems of life.

   f. Seeking a just social order through argument followed by political activism.

   g. Religion as a source of succour to strife-torn individual.

   h. Collective-cum-group rationalisation of failures and achievements.

2. a. Students will catagorise the sources of frustration at individual and collective levels.

   b. The students will make a subjective analysis of frustration and its influence on human behaviour.

   c. Studennts will examine how social stratification is used as a tool to fight for survival.

Evaluation for sub-units 1 to 4

Short answer questions-

Write short notes on:

a. Religious fundamentalism.

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b. Philosophical fundamentalism.

c. Religious fanaticism.

d. Philosophical fanaticism

e. Need of religion and evolution of human psychs.

f. Conflict among the major world religions.

Questions for detailed reflection

1. 'Standard of religion owned by a man projects the status of evolution of his psyches'. Discuss and state whether the proposition is true regarding the mass religion as well.

2. What is the scope of religious education in a secular state like India.

Evaluation for Sub-unit 5

A. Short answer questions:

1. Identify a problem and analyse it as objectively as possible

ii. How does subjective perception of a problem lead to erroneous conclusions? Give a brief account.

Questions for comprehensive assessment

'Most of the human problems emanate from awareness of death of the self or of the loved one'. Examine the statement. If it is true what is the scope of analytico-rationalistic approach to problems of life? Elucidate.

Suggested Basic Readings

Suggested Further Readings

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Unit IX EDUCATIONAL THOUGHT OF MODERN INDIA

I. Content Specification

A. 1. Upanishads and Modern Indian Thinkers.

2. European influences on Modern Indian Thought.

3. Contributions of Vivekananda, Tagore, Gandhi, Aurobindo and Radhakrishnan.

B. Most of the students have the elementary information about the life and achievement of the above mentioned thinkers.

II. Objectives

1. To make the students understand the educational idea contained in the Upanishads and their influence on Modern Indian thinkers.

2. To acquaint the students with the European influences on Modern Indian Thought.

3. To make them understand the educational contributions of modern Indian thinkers.

III. Instructional Strategies

1. The teacher will give an elaborate treatment to the following issues:

a. Influence of Upanishads, Bhagavad Gita and other Indian religious Scriptures on Vivekananda, Tagore, Gandhi, Aurobindo and Radhakrishnan.

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b. European influences on the lives and works of Vivekananda, Tagore, Gandhi, Aurobindo and Radhakrishnan.

c. Vivekananda's philosophy of Yoga.

d. Tagore's spiritualism as a basis of his idealism and naturalism in education.

e. Gandhian idealism and experimentalism in education.

f. Aurobindo's principle of evolution towards super-conscious state and God realisation.

g. Radhakrishnan's humanism and education.

2. Students will refer to the primary sources of :

a. Information regarding the contents of the unit.

b. A list of relevant contributions of the said thinkers will be prepared.

c. Students will write the themes of the educational thought of Vivekananda, Tagore, Gandhi, Aurobindo and Radhakrishnan.

IV. Evaluation

Write elaborate comments on:

a. Methodology of teaching under Gandhian Scheme of Education.

b. Realisation of universal spirit as an objective of education according to Aurobindo.

c. Tagore and naturalism.

d. Karma Yoga as described by Vivekananda and education.

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e. Role of education in bringing about super-conscious in man.

f. Radhakrishnan's humanism and education.

Suggested Basic Readings

Suggested Further Readings

Unit-X RADICAL THOUGHT IN EDUCATION

I. Content Specification

A. 1. Definition of Radicalism and its historical context.

2. Radicalism in politics, economics and education.

B. The students have acquaintance with various radical political events that have occurred in the second half of 20th century. The contents of this module will deal with those events which have originated radicalism in educational thought and practice.

II. Objectives

To acquaint the students with fundamentals of radicalism and its place in politics, economics and education.

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III. Instructional Strategies

1. Teacher will give discourses on the following sub-topics:

   i. Definition of radicalism;

   ii. Historical background of radicalism in education;

   iii. Marxism and educational radicalism;

   iv. Educational radicalism in China, Vietnam, North Korea and Cuba.

   v. Educational radicalism of Bertrand Russell, John Dewey and Mahatma Gandhi;

   vi. Revolt against conventional School;

   vii. Freire's pedagogy of the oppressed;

   viii. Illich's condemnation of traditional School;

   ix. Illich's definition of economic welfare and his views on conventional school;

2. Students will prepare detailed notes on the influence of Marx, totalitarian polity, radical experimentalism of western democracies and Gandhian thought and radicalism in education.

IV. Evaluation

Answer the following questions:

a. What do you understand by radicalism?

b. Distinguish between innovation and radicalism in education.

c. How do social inequalities contribute to educational radicalism? Support your answer with suitable examples.

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d. Does a traditional school represent the decadent society? Support your answer.

e. Do we essentially need to be radical inorder to plan a pedagogy for the oppressed? Discuss.

Suggested Basic Readings

Suggested Further Readings

(Unit XI - Next Page)

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Unit-XI A SYNOPTIC VIEW OF PHILOSOPHY OF EDUCATION

I. Content specification:

A. 1. The concept of man and universe and the meaning of his existence as envisaged in India from ancient times till today.

2. The concept of man and universe and the meaning of his existence as envisaged in western philosophies.

3. The concept of Knowledge - Information and Experience, Knowledge and Wisdom.

4. The process of education, the concept of learning and the role of the student and teacher.

5. The concept of human freedom and discipline.

6. Emergence of values.

7. The concept of Ideal Man from the various philosophical perspectives and the concept of ideal society - Role of education in the realization of the Ideal.

B. This topic has a special reference as it is the culmination of the philosophical thoughts and its implication for education. The teacher will lead the students to assimilate and conceptualize the salient features of human life and education.

II. Objectives

1. To enable the students to identify the concept of ideal man and ideal society.

2. To enable the students to visualize the structure and functions of education to realize their ideal.

3. To enable the students to perceive the implications of the basic conncepts of philosophy for education.

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III. Instructional Strategies

1. 1. This topic can be covered by lectures only at key points, but the teacher will use the technique of assignment and seminar in a large way.

2. The teacher will arrange a number of seminars for covering the various topics as given in contents.

3. The teacher will try to refrain from giving value judgements when students give their opinions.

4. The best essays and assignments may be read out to serve as models.

2. This unit consists mostly of student activity and hence the students have to be geared to monitoring. The teacher's role here would be that of a non-participant observer.

IV. Evaluation

The topic can be very well evaluated through assignments, seminars, appraisals etc.

Suggested Basic Readings

Suggested Further Readings

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7.4.2 SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time:120 hrs.

UNIT - I CONTENT, MEANING AND SCOPE OF SOCIOLOGY

Module 1.1: Meaning of Sociology

Content Specification

1. Meaning of Sociology
2. (a) Concept of Sociology of Education, Educational Sociology and Social Foundation of Education.
   (b) Relation of Sociology of Education with other disciplines.
3. Scope and importance of Sociology of Education.

Objectives

1. To enable the teacher educators to understand the following:
   i. meaning and scope of Sociology
   ii. Concept, meaning and scope of Educational Sociology
   iii. the differential approaches of Sociology of education and social foundation of education.
2. To acquaint them with the relationship between Sociology of education and other allied disciplines.
3. To make them realise the contribution of Educational Sociology in educational situations.

Instructional Strategies

Lectur - Discussion - Library work

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Evaluation Strategies

1) Objective questions for testing and ascertaining the level of understanding.

2) Descriptive questions to test the knowledge of subject matter.

Module 1.2: Methods of Sociological Enquiry

Content Specification
1. Nature of Sociological enquiry as different from others.
2. Methods of Sociological enquiry.
3. Limitations of Sociological approach to education.

Objectives:

1) To enable the students to understand the nature and purpose of sociological enquiry and also its difference from enquiry in other fields.

2) To enable them to understand the methods employed in the study of sociology of education.

3) To make them aware of the short comings of sociological approach to education.

4) To make them understand the precautions to be taken while making sociological structures in education.

Instructional Strategies

Lecture - Discussion - Comparison and Self Study.

Evaluation Strategies

Objective questions, Rating Scale, descriptive questions.

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Module 1.3: Status of Sociology

Content Specification
1. Status of Sociology of Education in India
2. Visible trends

Objectives:

1) To enable the students to understand the development of sociology of education in historical perspective.

2) To give them a synoptic view of the status of the subject in India.

3) To enable them to understand the main currents of sociology of education in comparative perspective.

Instructional Strategies

Lecture, Comparison, Discussion, Seminars, Library Work.

Evaluation

Questions to determine trends.

Questions for making comparison and contrast.

Questions to test analytical abilities.

Suggested Basic Readings

Suggested Further Readings

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UNIT - II SOCIAL STRUCTURE

Time: 12 hrs.

Module 2.1: Social Structure

Content specification
1. Social structure - concept and characteristics.
2. Components of social structure.
3. Relationship between education and social Structure.

Objectives:

1. to give the teacher educators an understanding of the concept of social structure and characteristics.

2. to make them aware of the components of socialistic structure.

3. to teach them the inter-relationship between social structure and education.

4. To enable them to understand the relationship between Indian social structure and Indian education.

Module 2.2: Family

Content specification
1. As a component of social structre
2. Types of family
3. Functions of family
4. Characteristics of Indian Family
5. Changing nature of Family in India.
6. Forces affecting family relationships
7. Educational involvement of Indian Family
8. Relationship between family and school.

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Objectives:

1. to enable the students to understand the role of family in maintaining the social structure.

2. to enable them to understand different types of families and inter-relationships within them.

3. to make them understand different functions of family

4. to make them to understand the main features - rural - urban - tribal families.

5. to enable them to perceive the changes that are taking place in the family.

6. to enable them to understand the forces that are changing the family life, in India.

7. to enable them to understand the changing patterns of relationships in the Indian family.

8. to make them to understand the educational environment, which the Indian families provide.

9. to enable the students to understand the relationship between the school and the family and how to establish co-ordination.

Module 2.3: Caste

Content Specification

1. Nature and characteristics of caste system in India.
2. Its role in social, economic, cultural and education.
3. Caste as a constraining factor - equality, social mobility, human relations, socialisation.
4. Caste and education - school and relationship within the school.
5. Caste and group relations.
6. Casterism and human relations.

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Objectives:

1. to make the students to understand the structure, nature and characteristics of the caste system in India.

2. to enable them to understand the role of caste - economic, social, cultural and education.

3. to enable them to understand educational equality, social mobility and the process of socialisation in caste group.

4. to enable them to understand the change that have taken place in the caste system.

5. to enable them to understand human relationships within and outside the caste.

6. to make them to understand the inter-relationships between castes.

7. to enable the students to understand the impact of education on caste and vice versa.

Module 2.4: Religious Groups

Content Specification

1. Nature of religious groups, as a component of social structure.
2. Religion and human behaviour.
3. Religion and social relationships.
4. Relationship between majority and minority communities.
5. Religion as a conservative force.
6. Impact of religion on education.
7. Religion and character formation.

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Objectives:

1. to enable the students to understand the nature of different religious groups.

2. to understand the role of religion in maintaining the structure of the society.

3. to understand the influence of religion on the behaviour of the individual.

4. to understand the relationship between religious groups with special reference to majority and minority communities.

5. to acquint the students with the impact of religion as a conservative force on the society.

6. to enable the students to understand the impact of religion on education and vice versa.

7. to understand the influence of religion on the character formation of the individual.

Module 2.5: Economy

Content Specification

1. Economy as a component of social structure

2. Main characteristics of Indian economic structure
   - rural, urban, tribal, industrial, agricultural.

3. Relationship between economy and education.

Objectives:

1. to enable the students to understand the economy of the country as a component of social structure.

2. to understand the major characteristics of Indian economic structure in the rural, agricultural, urban, industrial & tribal set ups.

3. to understand the relationship between economy of the country & education and vice versa.

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Module 2.6: Values : Concept

Content specification
1. Value as a component of social structure. 2. Values - little traditions, great traditions 3. Emerging Indian values. 4. Value and education 5. Changing pattern of Indian value system and their Educational implications.

Objectives:

1. to enable the students to understand the concept of values.

2. to understand the value system in India, as a component of the social structure.

3. to understand the emerging value patterns in India.

4. to make them understand values in little and great traditions.

5. to understand the influence of values of education and vice versa.

6. to enable the students to understand the patterns of change in the value system and the implications of this change on the educationl system.

Module 2.7: Conflicts and Crisis in India

Content Specification
1. Changing Indian Social Structure 2. The conflict of the old and the new. 3. Its impact on education

Objectives:

1. to enable the students to understand the changes occuring in the Indian social structure.

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2. to make them understand the conflict taking place within the Indian social structure.

3. to make them understand the impact of conflicts and crisis arising out within the social structure (on different components) of the education system.

Module 2.8: Formation of Class & Social Mobility

Content specification
1. Concept & Characteristics of class.
2. Caste & Class - from caste to class.
3. Types of class.
4. Class & education - class on education
5. Concept of social mobility, — Types of social mobility, Education and social mobility, Limits of Education.

Objectives:

1. to make the students to understand the concept of class and its characteristics.

2. to make them to understand the different types of classes, and the process of class formation in India.

3. to understand the concept of social mobility and the different types of social mobility.

4. to enable the students to understand the influence of education on social mobility.

5. to make them understand the limitations of education in this regard.

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Module 2.9: Interpersonal and Intergroup relationships, social acceptance and anomic behaviour

Content specification
1. concept 2. Patterns of behaviour within the group and outside the group. 3. acceptance by the in-group and by the out-group 4. social distance 5. Deviant and anomic behaviour in groups.

Objectives:

1. to enable the students to understand the process of interpersonal and intergroup relationships.

2. to make them to understand the emerging patterns of relationships.

3. to make them understand the social distance between the groups and ways to minimise them

4. to discuss the problem of social acceptability and the way to increase it.

5. to discuss the deviant and anomic behavior - their causes and remedial measures.

Module 2.10: Social Conflict

Content Specification
1. Nature of social conflict in India. 2. Types of social conflict in India. 3. Causes of social conflict in India. 4. Educational remedies for India

Objectives:

1. to enable the students to understand the nature of social conflicts in India.

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2. to enable the students to understand the different types of social conflicts in India.

3. to make the students to understand and to identify the various causes for social conflict.

4. to enable the students to suggest educational remedial measures for minimising social conflict.

Module 2.11: Youth Unrest

Content Specification

1. Concept of youth unrest
2. Nature of youth unrest
3. (Types) Causes of youth unrest
4. Remedial measures - Role of education

Objectives

1. to enable the students to understand the concept of youth unrest in India.

2. to enable the students to understand the nature and types of youth unrest.

3. to enable the students to identify the causes for youth unrest.

4. to enable the students to suggest remedial measures for minimising youth unrest.

5. to enable the students to understand the role of education in minimising youth unrest.

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Module 2.12: Identity Crisis in India

Content Specification

1. Nature of identity crisis and Indian Psyche
2. Causes of identity crisis and Indian Psyche.
3. Role of education in resolving the identity crisis in India.

Objectives

1. to enable the students to understand the nature and causes of identity crisis in India.

2. to enable them to understand the role of education in resolving the problem of identity crisis in India.

Instructional Strategies

Lecture, discusssion, group-work, seminar papers by teachers and students on current issues; self-study to be applied appropriately.

Evaluation

1. Objective questions for testing and ascertaining the level of understanding.
2. Descriptive questions to test the knowledge of the subject.
3. Rating on the basis of papers presented.

Suggested Basic Readings

Suggested Further Readings

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UNIT - III CULTURE AND EDUCATION

Module 3.1 : Time: 10 hrs.

Content specification

1. Concept of culture
2. Characteristics of culture
3. Cultural patterns
4. Functions of education
5. Role of culture on the educational programmes
6. Different cultures prevailing in the Indian set up.
7. Qualities of culture

Objectives:

1. to make the teacher educators understand the concept of culture.
2. to make them understand the characteristics of culture.
3. to make them identify different cultural patterns.
4. to make them understand the different functions of education.
5. to make them understand the conservative and progressive functions of education.
6. to enable them to perceive the role of culture on the educational programmes.
7. to make them aware of the different cultures prevailing in India.
8. to enable them to understand the various qualities of culture.

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Module 3.2: Cultural Change

Content Specification

1. Cultural change - role of education, mass media and various agencies
2. Acculturation
3. Cultural deprivation

Objectives:

1. to make the teacher educators understand how culture changes.
2. to enable them to understand the role of education, mass media and other agencies in bringing out changes in culture.
3. to make them understand the concept and process of acculturation.
4. to make them understand the concept and various aspects of cultural deprivation.

Module 3.3: Social Change

Content specification

1. Concept and characteristics of social change
2. Different factors influencing social change
3. Relationship between social change and education.
4. Categories of social change.

Objectives:

1. to give the teacher educators an understanding of the concept and its characteristics of social change.

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2. to make them understand the various factors influencing social change.

3. to make them perceive the relationship between social change and education.

4. to make the teacher educators understand various categories of social change, conditions for social change, and the obstacles to social change.

Module 3.4: Modernisation

Content Specification

1. Concept
2. Process of development
3. Role of education in the process of modernisation
4. Influence of modernisation on the mode of living of Indian people
5. Role of five-year plans in modernisation
6. Cultural change and modernisation
7. Migration and modernisation.

Objectives:

1. to enable the students to understand the concept of modernisation.

2. to make the teacher educators understand the process of development in all spheres

3. to make them aware of the role of education in the process of modernisation.

4. to make them analyse the influence of modernisation on the living styles of Indian people.

5. to make them analyse the role of five year plans in modernisation

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6. to enable them understand the need for cultural change in value systems.

7. to make them understand immigration as related to the process of modernisation in Indian set up.

Module 3.5: Cultural Conflict, Cultural Unity and Diversity in India, making of the composite culture

Content specification

1. Concept
2. Race and development
3. Social interaction
4. Class-interaction
5. Unity and diviersity in India

Objectives:

1. to make them understand the concepts of cultural conflict and cultural unity.

2. to make them understand the specific racial groups in India and the influence of culture in the developmental process.

3. to make them understand the process of social interaction and the influence of factors

4. to make them understand different class levels and the interaction between classes, with special reference to Indian conditions - religion, economic and social.

5. to make them understand the feasible factors in the unity of the masses and the influence of divergent forces such as religion, politics etc.

Module 3.6: Cultural lag

Content specification

1. Cultural lag - concept
2. Factors in cultural lag
3. Social change and cultural lag

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Objectives:

1. to give the teacher educators an understanding of the concept of cultural lag.

2. to make them aware of the factors in cultural lag.

3. to enable them to understand the relationship between social change and cultural lag.

Instructional strategies

1. Lecture
2. Discussion
3. Field trips
4. Library work
5. Self study to be applied appropriately

Evaluation

1. Objective questions for testing and ascertaining the level of understanding.

2. Descriptive questions to test the knowledge level of the student.

Suggested Basic Readings

Suggested Further Readings

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UNIT - IV IMPACT OF SCIENCE AND TECHNOLOGY ON SOCIETY EDUCATION

Module 4.1:

Content Specification
1. Importance of science and technology on the society (a) technical (b) agricultural (c) medical (d) Specialisations in certain fields which are necessary for economic progress.
2. role of education on the development of scientific innovations.
3. importance of science education as related to production in schools.
4. importance of scientific research.

Objectives:

1. to make the teacher educators understand the importance of modern science and technology in the specific fields as technical, agricultural, medical and specialisations in certain fields.

2. to make them, aware of the role of education on scientific innovations.

3. to make them understand the importance of Science Education in schools.

4. to make the teacher educators aware of the importance of scientific research, leading to modernisation.

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Module 4.2: Technology and man

Content specification

1. Nature of scientific society and place of individual.
2. Various levels of technology
3. Use of technology
4. Technology and agricultural productivity
5. Facilities for research in science and technology.
6. Training in advanced countries.

Objectives:

1. to make the teacher educators aware of the nature of impact of science on the common man.
2. to make them aware of the various levels of technology.
3. to make the teacher educators understand the use of science and technological innovations.
4. to make them aware of the importance of modern fertilism and mechanisation on agricultural productivity.
5. to make them aware of the facilities available in India for conducting research.
6. to enable them to understand the training facilities available in other countries.
7. to make them aware of the relationship between scientific knowledge and other disciplines, for everyday use.

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Module 4.3: Urbanisation/Industrialisation

Content specification
1. immigration from rural to urban areas. 2. the movement from agricultural farms to industrial estates. 3. change in living conditions 4. difference in occupations 5. difference in life styles and accommodation. 6. impact of industrialisation on the living conditions 7. generation gap.

Objectives:

1. to enable the teacher educators understand the process of immigration from the rural to the urban areas.

2. to enable them identify the reasons for the movement of people from the agricultural farms to the industrial areas.

3. to make them understand the changes that have taken place due to change of living conditions at the new industrial feilds.

4. to make them understand change in occupational structure..

5. to make them understand the changes in accommodation and life styles, due to change of environment.

6. to make them compare the impact of industrialisation on the living conditions of people of rural/industrial areas.

7. to make them aware of value change, and conflict that arise, due to generation gap.

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Instructional strategies

1. Lecture
2. Using A-V aids and discussion
3. Discussion with students
4. Comparing the various areas involved

Evaluation

1. Objective tests to ascertain the extent of understanding.
2. Descriptive questions to test the knowledge gained on the particular area of study.

Suggested Basic Readings

Suggested Further Readings

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UNIT - V

ECONOMY AND EDUCATION

Module 5.1:

Time: 10 hrs.

Content Specification

1. Society functions through its varius social systems composed of a variety of human relationships structures.
2. The economic system includes all those organisations, structures and persons who are engaged, directly or indirectly, in the production and distribution of goods and services.
3. Economic institution of production and distribution and role of educational systems in determining the total structure of a society.
4. Production and distribution in primitive and modern societies and the changes made in the social structure.
5. Role of education in economic development. St.Benedict's effort, Marx's view, and Mahatma Gandhi's ideas - Schultz, Anderson, Bowmans, Harbison in education.
6. Machine replaces the manual production and the consequent need for skilled manpower - views of Marx, Gandhi, Vaizey and Deway.
7. Considering education as investment - Recent research findings of Schultz, Vaizey and others.

Objectives:

To enable students to understand:

1. how society functions through its various social systems.

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2. the concept of economic system

3. role of economic institutions and educational system in determining the structure of a society.

4. production and distribution in primitive and modern societies and the changes made in the social structure.

5. role of education in economic development.

6. the idea of human resource development through education.

7. the rationale behind considering education as investment.

Instructional Strategies

1. The teacher will explain the relationship between the various social-sub-systems and how they form the social structure. He will emphasise the influence of economic system in determining the structure. The rationale behind considering education as investment will be arrived at by teacher by tracing the role of education in economic development.

2. The students will identify the various indicators of economic development in relation to education.

Evaluation

Analytic and objective questions.

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Module 5.2:

Content Specification

1. Nature of agricultural and industrial societies in India.
2. Craft pattern Society in India.
3. Planned society and mixed economy in India.
4. Role of education in evolving a planned society.
5. Role of education in mixed economy.
6. Indian economic scenes and education
7. Problems of rural, tribal and working classes in India.
8. Education as a liberating force and as investment.

Objectives

To enable students to understand:

1. nature of agricultural and industrial societies in India.
2. Craft pattern society in India and the system of education propounded by Mahatma Gandhi.
3. Idea behind Basic education and SUPW.
4. Idea behind productivity orientation in education.
5. Planned society and mixed economy in India and the relevance of education in this regard.
6. Educational problems of rural, tribal and working class in India.
7. How education serves as liberating forces in the case of weaker sections etc.

Instructional Strategies

Lecture - discussion and comparison on the basis of ideas of various authorities. Debates on various issues involved.

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Evaluation

Analytic and objective tests to ascertain the extent of understanding - verbal tests to draw ideas developed through lecture and discussion.

Suggested Basic Readings

Suggested Further Readings

UNIT - VI POLITY AND EDUCATION

Time: 10 hrs.

Content Specification

1. Role of education in relation to state - Plato, Aristotle - Dharma Sutras.
2. Nature of Indian Polity.
3. Definition of Educational and Political systems - Vincent Ostrom, Devid Easton, Marx etc.
4. How education and the political system influence each other - situation in India.
5. Traditional values and values enshrined in Indian constitution.
6. Moral education and secularism in India.
7. Education for liberty, control and equality.
8. Centralization and regional autonomy.
9. Contemporary Indian polity and education.

Objectives

The students will be able to understand:

1. role of education in relation to state on the basis of ideas of Plato, Aristotle, Dharma Sutras etc.

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2. the nature of Indian Polity, the traditional social order and the new state.

3. the definition of educational and political system on the basis of Vincent Ostrom, David Easton, Marx etc.

4. the influence of education in political development and vice-versa.

5. value orientation in Indian constitution.

6. the need for moral education and secularism in India for better polity.

7. the need for education in liberty, control and equality.

8. the relevance of treating education in the concurrent list.

9. centralization and regional autonomy in education.

Instructional Strategies

Lecture - Discussion and literary work by students.

Evaluation

Descriptive, analytic and objective questions on the content.

Rating on the basis of performance in debates.

Suggested Basic Readings

Suggested Further Readings

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UNIT - VII THE NEW SOCIETY IN INDIA: EMERGENCE OF NEW INDIAN SOCIETY, THE HERITAGE AND THE INFLUENCE OF THE WEST, MARX AND GANDHI

Module 7.1:

Content specification

1. Indian heritage
2. The concept of change in Indian Society
3. The role of education in bringing out change in Indian Society
4. Influences of factors such as Religion, Politics, Science and Technology and social reforms. -
5. Influence of Western countries - on the process of changes.
6. Ideals of Marx on bringing out changed outlook
7. Gandhian values

Objectives:

1. to make the teacher educators understand the Indian heritage through the ages.
2. to make them understand the process of change, taken place on the Indian Society.
3. to make them understand the role of education in bringing about the change.
4. to make them understand the part played by religious leaders, political parties, science and technology and social reforms.
5. to make them understand the influence of western countries in the process of change.
6. to make them understand the extent of influence of Marxian principles in bringing out changed outlook.
7. to make them understand the influence of Gandhian principles.

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Module 7.2: Contemporary Social Science, Social Operation, the Secular Socialist and Democratic State in India

Content specification

1. Use, concept of social science, social operation
2. Characteristics of Indian State
3. Secular, Socialist and democratic state.
4. Provision for education in Indian Constitution

Objectives:

1. to enable the students to understand the concepts of social science and social operation

2. to make them understand the characteristics of Indian constitution - as a socialistic country.

3. to make them understand - education for secular, socialistic and democratic state - India.

4. to make them understand the provisions provided for education in the constitution of India, including:
   1. Fundamental rights
   2. Fundamental duties for Indian Citizen
   3. Directive Principles
   4. Powers of central and state governments
   5. Education in the concurrent list.
   6. Finance, Planning and Management.
   7. Provisions regarding minorities.
   8. Religious education.

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Module 7.3: Group Tension, Violence, Regional Tension

Content Specification

1. Concept of tension
2. Causes for group tension, violence and regional tension
3. Factors influencing tensions and violence
4. Role of governmental agencies in minimising tension and violence.
5. Influence of violence and tension on the people.

Objectives:

1. to make them understand the concepts of violence, group tension and regional tension.
2. to enable them to trace the causes of violence and tension.
3. to make them understand the role of government in suppressing violence and tension.
4. to make them realise the part played by religious groups and political parties in creating problems, leading to violence and tension.
5. to make them understand the need and importance of non-violence and peace as important factors in social life.
6. to make them understand the after-effects of tension at various levels, particularly at the regional levels.

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Module 7.4: National Solidarity and World Peace

Content Specification
1. Concept of national solidarity
2. Need and importance of national solidarity
3. Role of education in strengthening national solidarity
4. Nationalism and Internationalism
5. Education for world peace
6. World peace and role of UNESCO
7. Role of India as a promotor of world peace

Objectives:

1. to enable the students understand the concept of national solidarity.
2. to make them understand the need and importance of national solidarity and world peace.
3. to make them aware of the role of education in strengthening national solidarity.
4. to make them analyse and understand nationalism and internationalism.
5. to make them understand the need and importance of world peace and the role of education in promoting world peace.
6. to make them understand the role of UNESCO in world peace.
7. to make them aware of the role of India, as a promotor of world peace.

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Module 7.5: Drugs, alcoholism

Content Specification
1. Different types
2. Ill-effects of drugs and alcoholism
3. Preventive measures - Governmental agencies and voluntary associations.
4. Medical care

Objectives:

1. to make them understand and identify different types of drugs and alcoholic beverages
2. to make them aware of the ill-effects caused by drugs and alcoholism.
3. to make them understand the preventive measures adopted by Government and voluntary agencies in controlling drugs and alcoholism.
4. to make them aware of the facilities available in the treatment and care of alcoholism and addicts of drugs.

Module 7.6: Poverty

Content Specification
1. Reasons
2. Regional/national level
3. Remedial measures
4. Impact on the economy of the country.

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Objectives:

1. to make the teacher educators understand the reasons of poverty.

2. to make the teacher educators understand the impact of poverty at the regional level on the people.

3. to make them understand and identify the remedial measures to be taken to eradicate poverty.

4. to make them understand the impact of poverty on the economy of the country.

Instructional Strategies

Lecture - discussion with students - group discussion with experts in the field - field work - films - library work

Evaluation

1. Formative and Summatiue evaluation

2. Test papers

Suggested Basic Readings

Suggested Further Readings

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UNIT - VIII INEQUALITY DEBATE

Module 8.1: Time: 7 hrs.

Content Specification
1. Concept of inequality - inequality in terms of social, cultural and economic deprivation.
2. Nature and causes of inequality.
3. Inequality - quantitative and qualitative.

Objectives:

1. to enable the students understand the concept of inequality in terms of educational opportunities.
2. to make them understand inequality in terms of social, cultural and economic deprivation.
3. to make them understand the nature of inequality in various social, cultural and economic levels.

Module 8.2:

Content Specification
1. Education as an equalising force.
2. Education as a force creating inequality.

Objectives

1. to enable the students understand the possibilities of education as an equalising force.
2. to enable the students understand the limitations of education in creating equalisation of opportunities.

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3. to enable them understand how education creates inequality and enable them to think on measures to be adopted to check it.

Module 8.3:

Content Specification
1. Education of under-privileged - oppressed classes.
2. Protective dissemination - effect of education.
3. Policies and Programmes for equalisation of opportunities in India - access, stay, achievement and life chances.

Objectives

1. to enable the students understand the means and methods to be adopted in the education of under-privileged and oppressed classes.

2. to make them understand the steps to be adopted at the local, state and national levels, to provide equality of opportunities.

3. to enable the students understand the steps so far taken to provide for equalisation of opportunities.

4. to enable them to locate the pitfalls in the implementation of programmes, at various levels.

5. to enable them understand the positive and negative effects of protective discriminations.

6. to enable them understand the policies and programmes taken so far by the Government of India to provide for equalisation of opportunities in terms of access, stay, achievement and life-chances.

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Instructional Strategies

1. Lecture classes on concepts and principles.
2. Discussion on various issues.
3. Seminar on equalisation of educational opportunities by presenting papers etc, may be conducted by students.

Evaluation

1. Formative and Summative evaluation
2. Test paper consisting of two parts:
   (i) Concepts and Principles
   (ii) Based on present practices in India and Abroad

Suggested Basic Readings

Suggested Further Readings

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UNIT - IX

FUTUROLOGICAL TRENDS

Time: 7 hrs.

Content Specification

1. The concept of change in Indian Society and the role of education.
2. The idea behind learning society and human destiny - UNESCO and its efforts - Asher Deleon.
3. Concept of life-long education - Asher Deleon, Ivan.D.Illich.
4. Copying with change
5. Educating people for change in India
6. Implications on educational media (TV), models and approaches in education.
7. Futurological perspectives of education - management for change.

Objectives

to enable the students understand:

1. the concept of change with reference to Indian society.
2. Education for change - need and importance in the Indian context.
3. the idea behind learning society and human destiny
4. the concept of life-long education and its effects in India.
5. impact of change.
6. adjusting with change.
7. futuristic perspective - developmental.

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8. Education for future

9. role of mass media in the education for future and in the process of change in India.

10. to make the students study the pattern of change by visiting traditional (existing) cultural centres.

11. to make the students aware of the need for change in a complex society.

Instructional Strategies

1. Lecture classes on concepts and principles

2. Discussion on emerging trends in education

3. Debate on various issues involved controlled by the teacher.

4. Seminar on futuristic trends in education by students presenting papers.

Evaluation

1. Summative and formative evaluation

Suggested Basic Readings

Suggested Further Readings

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7.4.3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Content outline

Unit - 1: **Educational Psychology as a field of applied Psychology:**

a. Psychology as a scientific study, its concerns (behaviour experience, mind, consciousness, methods followed on psychology (Observation, survey, testing, interview, self-reporting, including introspection, case study, experimentation).

b. Major schools/approaches of current relevance: Behaviourism, Gestalt, Psycho-analysis (with its new forms and interpretation). Humanism (their basic positions complementarity and synthesis).

c. Neurological and other biological factors of significance in psychological functioning/processes, the concept of man as a bio-psycho-social organism.

d. Educational Psychology as psychology applied to education; their inter-relationship; scope of study/ coverage.

Unit - 2: **Development**

a. Development - concept, stages, dimensions, methods of study, developmental tasks.

b. Factors influencing development - genetic, biological, environmental.

c. Physical and motor development - trends and patterns.

d. Cognitive development (successive stages with their emerging sequential capabilities, generalisations etc. following Piaget, Bruner etc.)

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e. Language development (emphasis on syntax and structure, semantics)

f. Social development - trends, changes, patterns.

g. Emotional development - trends and changes; aesthetic development.

h. Moral development (with reference to Piaget, Kohlberg etc.)

i. Common behaviour characteristics and problems of childhood, transition period, and adolescence.

Note: Dimension-wise analysis may be supplemented with stagewise restructuring or synthesis through self-study/tutorials/seminar.

Unit - 3: **Learning**

a. Learning - concept, nature types/forms

b. Basic concepts and principles of major theories, taken in meaningful groups: connectionist-behaviourist, (Pavlov, Skinner), cognitive-field (including Tolma, Kohler and Herkes, Wertheimer), Ausubel's meaningful reception learning and advance organisers, Bandura's identification with models and observational learning, Bruner's emphasis (forms of representation, sequence, structure, strategies, heuristic method of discovery) humanist emphasis (self-discovery, self-appropriation) etc.

c. Modern information processing theories in their essence, with focus of STM, LTM etc. with their neurophysiological bases and emphasis on semantic ending and structuring.

d. Gagne's hierarchy of learning types and conditions - with his own and other appropriate modifications.

e. Learning of concepts, principles, learning hierarchies, problem-solving cognitive strategies, attitudes and values, problem solving skills.

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f. programmed learning (as cumulative-cognitive construction) and self-learning.

g. Mastery learning - concept, principles, system (with module approach)

Unit - 4: **Further Issues Relating to Learning**

a. Remembering and forgetting: information processing theory, interference theory, favourable conditions and methods.

b. Transfer of learning - concept,explanation/theories, favourable conditions and methods.

c. Motivation - 'affect', temporary and stable: categories/forms/levels of motives (especially social,cognitive, esteem espn-ach; competency; ego-integrative/involving) differet views on place of motivation in learning (general, Tolman,Skinner Kelley, etc.) reciprocal relationship between motivation and learning; common and special methods for raising immediate and stable motivation.

Unit - 5: **Group dynamics - characteristics of groups, affiliation.**

Group process, inter-personal relation, sociometric grouping, social-emotional climate of the classroom and teacher characteristics influencing it.

Unit - 6: **Individual Differences**

a. Concept of intra-and inter-indiffernces, relevant attributes, methods of study/assessment.

b. Intelligence and cognitive abilities/capabilities (with content, structure and function); recent trends in testing intelligence/cognitive capabilities.

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c. Aptitudes - concept, measurement, DAT batteries, tests for specific components, predictive power and validity.

d. Creativity - nature, process, capabilities, fostering creativity and guiding creative children.

e. Concept and measurement of Interests - Attitudes - Values.

f. Personality - factors/traits, qualitative assessment, projective techniques.

g. Adjustments in teaching-learning common measures in classrooms;special methods and systems (including grouping and individualisation,differential pacing and curriculum, programmed learning and mastery learning).

h. Education of special categories - the gifted, the slow learners, the retarded, the sensorily handicapped, etc. (Principles, adjustments, integration, in brief).

Unit - 7: **Personality** (with a holistic, phenomenological, humanist orientation)

a. Personality - concept; type, trait and factor approaches to analysing/assessing personality (brief introduction)

b. Development of Personality - Explanation of Freud (id, ego, super-ego), Erikson (psycho-social stages) Allport (stages upto proprium).

c Structure of personality: Freud (id - ego - superego and the conscious-sub/pre-conscious-unconscious), Allport (levels of traits), Eysenck and Guilford (dimensional structure); factor-cum-trait structure (Cattell) etc.

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d. Functioning of personality: selected concepts from Freud, (Libido, Conflicts, repression, regression, sublimation etc. Jung (universal psychic energy, introversion- extroversion) Adler (compensation and sytle of life), Karen Horney (needs and neurotic anxiety, social behaviour), Erich Fromm (basic personality needs, fear of escape from freedom, new interpretation to some key Freudian concepts, etc.) Kelley (personal constructs), Maslow (hierarchy of motives going upto self-actualisation), Rogers (analysis of human nature and emphasis on self-enhancement).

e. Synthesis of different views; the concepts of 'mature personality'; 'Sthithaprajan'; value of yoga and mediation in raising the powers of the mind and the level of consciousness.

Unit - 8: **Adjustment and mental health**

a. Concepts and inter-relationships

b. Mechanisms of adjustment (positive, defence, escape, withdrawal, compensatory mechanisms).

c. Anxiety, conflicts, stress, tension, coping.

d. (a brief introduction to) common forms of neuroses, psychosomatic disorders and psychoses (to help, identify possible cases that need specialised treatment).

e. Principles of mental hygiene - preventive, constructive and curative measures - role of and implications for education.

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UNIT - 1 EDUCATIONAL PSYCHOLOGY AS A FIELD OF APPLIED PSYCHOLOGY

Content Specification

Psychology as a scientific study, its concerns behaviour experience, mind, consciousness, methods followed on psychology (observation, survey, testing,interview, self-reporting, including introspection, case study,experimentation). Major schools/ approaches of current relevance: Behaviourism, Gestalt, Psychoanalysis (with its new forms and interpretation). Humanism (their basic positions, complementarity and synthesis). Neurological and other biological factors of significance in psychological functioning/processes,the concept of man as a bio-psycho-social organism. Educational Psychology as psychology applied to education; their inter-relationship; scope of study/coverage.

Module 1.1: **Contents of Educational Psychology**

Objectives:

a. elucidate psychology as a scientific discipline.

2. establish that the study of psychology includes the study of behaviour and experience, mind and consciousness.

3. establish that man is a bio-socio-psycho organism.

4. elucidate the concept of education as helping and guiding development of individuals.

5. establish the scope of application of psychology to education as a purposefully designed process.

6. define the concerns of educational psychology.

7. outline the coverage or scope of educational psychology.

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Module 1.2: **The Methods of Educational Psychology**

Objectives:

1. Elucidate the concepts of field study, case study, observation, testing, interview, self reporting, introspection and experimentation.

2. Define the various terms used in studying the methods of educational psychology.

c. Describe the various methods of educational psychology.

d. Differentiate among different methods.

e. Explain the Technical requirements and rigours in experimetation.

f. Describe common or typical experimental designs.

Module 1.3: **Major Schools of Psychology having current relevance**

Objectives:

1. Establish the relevance of schools of psychology like behaviourism, Gestalt, Psychoanalysis and Humanism to the practice of education in modern times.

2. Explain the basic position, concepts ad principles of the above four schools of educational psychology

3. Judge the major contributors of each school of psychology.

4. Differentiate among the above four schools in respect of their approach to learning.

Instructional Strategies

1. The essential methods and steps in scientifc study must be emphasised.

2. The increasingly scientific nature of psychological study must be brought out.

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3. Contributions of psychology to education may be indicated with examples.

4. Various methods followed in psychology will be illustrated (with examples)

5. The relative merits and limitation of the methods used in psychology must be brought out.

Evaluation

1. Short answer type questions

2. Objective type questions

3. Evaluation of self study reports.

Suggested Basic Readings

Suggested Further Readings

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UNIT - II

DEVELOPMENT

Content Specification

Development - Concept,stages, dimensions, methods of study, developmental tasks. Factors influencing development - genetic, biological, environmental. Physical and motor development - trends and patterns. Cognitive development (successive stages with their emerging sequential capabilities, generalisations etc. Following Piaget, Bruner etc.) Language development(emphasis on syntax and structure,semantics). Social development - trends, changes,patterns. Emotional development - trends and changes; aesthetic development. Moral development (with reference to Piaget, Kohlberg etc.) Common behaviour characteristics and problems of childhood,transition period, and adolescence.

Note: Dimesion-wise analysis may be supplemented with stagewise restructuring or synthesis through self-study/tutorials/seminar.

Module 2.1: **Concept, meaning and factors influencing child development**

Objectives:

1. Elucidate the basic concepts relating to development.
2. Explain the general principles of development.
3. Understand the relative roles of genetic,biological and environmental factors influencing development.
4. Describe the various sequential stages of development.
5. Analyse the general characteristics and problems of each stage, and derive implication for education.

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6. Trace the development of each dimension and point out the implications for education.

7. Define the development tasks for each stage of development (vide Havighurst).

8. Describe and critically examine the various methods of study of development.

Module 2.2: **Physical and motor development**

Objectives:

1. Trace the sequential changes and pattern in physical development.

2. Trace the progressive unfolding of motor capabilities

3. Distinguish the various stages of physical and motor development.

4. Analyse the various factors of physcial and motor development.

5. Point out implications for education in general and activities and training in particular,at each stage of development.

Module 2.3: **Cognitive Development**

Objectives:

After completion of the module, the students will be able to:

1. Elucidate Piagetian concept relating to cognitive development.

2. Trace cognitive development in individuals, as analysed by Piaget.

3. Identify the sequential capabilities and characteristics of each stage of development.

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4. Explain Bruner's principles of cognitive development.

5. Relate the developmental theories of Piaget and Bruner.

6. Point out generalisations made by other developmental theories.

7. Point out implications of the above theories and findings for curriculum and instruction.

Module 2.4: **Language Development**

Objectives:

1. Analyse the different dimensions of language development.

2. Trace the development of each dimension and the contributory factors.

3. Explain how children progressively acquire meanings, syntax and structure.

4. Point out implications for language teaching/learning.

5. Examine the questions of medium ofinstruction and study of multiple languages.

Module 2.6: **Emotional development**

Objectives:

1. Elucidate the concept and nature of emotions.

2. Trace the course of emotional development.

3. Analyse the effect of environmental factors on emotional development.

4. Explain the importance of emotions in the development of personality and in life.

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5. Relate social development and relations to emotional experiences and development.

6. Explain the concept of emotional maturity and factors influencing it.

7. Point out implications for education - classroom climate, teacher-pupil and personal relationships and treatment of children.

8. Point out the knowledge, of emotional development to curricular and co-curricular situations.

Module 2.7: **Moral Development**

Objectives:

1. Elucidate the concepts of morality.

2. Explain the religion and social reference in the context of 'morality'.

3. Trace moral development as outlined by Piaget and Kohlberg, and interrelate the two.

4. Point out implications for school climate, curriculum and co-curriculum.

Module 2.8: **Common Behavioural Characteristics and Problems of Childhood, transitional period and adolescence**

Objectives:

1. Describe/ Analyse the common behavioural characteristics of each stage of development.

2. Analyse the cultural variations in behaviour characteristics at different stages of development.

3. Identify common problems at different stages.

4. Explain the contributory factors behind these problems.

5. Suggest appropriate preventive and curative measures in respect of these problems.

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6. Point out implications for school practices.

Instructional Strategies

1. Analysis of development - dimension-wise and stagewise.
2. Synthesis through seminars, self study and tutorials.
3. Case studies of individual children at different stages of development.

Evaluation Strategies

1. Short answer type questions
2. Objective type questions
3. Evaluation of self-study reports
4. Ratings of performance in seminars
5. Ratings of performance in tutorials.

Suggested Basic Readings

Suggested Further Readings

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UNIT - III

LEARNING

Content Specification

Learning - concept, nature, types/forms. Basic concepts and principles of major theories taken in meaningful groups: connectionist-behaviourist, (Pavlov, Skinner), cognitive-field (including Tolman, Kohler and Herkes, Wertheimer), Ausubel's meaningful reception learning and advance organisers, Bandura's identification with models and observational learning, Bruner's emphases (forms of representation, sequence, structure, strategies, heuristic method of discovery) Humanist emphasis (self-discovery, self-appropriation) etc. Modern information processing theories in their essence, with focus or STM, & LTM etc. with their neurophysiological bases and emphasis on semantic ending and structuring. Gagne's heirarchy of learning types and conditions - with his own and other appropriate modifications. Learning of concepts, principles, learning hierarchies, problem-solving skills. Programmed learning (as cumulative-cognitive strategies, attitudes and values,problem and self-learning. Mastery learning - concept, principles, system (with module approach)

Module 3.1: **Learning**

Objectives:

1. Elucidate the concept of learning - with reference to various definitions of learning or other points of emphasis.
2. Formulate a meaningful definition of learning based on the analysis of varying definitions/aspects.
3. Distinguish different kinds and levels of learning.
4. Identify different variables of learning.
5. Analyse different interpretations of learning process.

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Module 3.2: Theories of Learning

Objectives:

1. Classify theories of learning into meaningful groups.
2. Distinguish between the basic theoretical positions of different groups of learning theories.
3. Explain and illustrate the oasic concepts and principles of different theories (Pavlov, Thorndike, Hull, Guthrie, Kohler, Herkes, Wertheimer, Ausubel, Bandura).
4. Judge the adequacy and soundness of the interpretation in different theories.
5. Bring out the educational implications of the different theories of learning.
6. Analyse the merits and limitations of different theories of learning with reference to their adequacy and relevancy, comprehensiveness and utility in classroom teaching and learning.
7. Reinterpret the major learning theories, with consistency and harmony, employing concepts and principles applicable to education.
8. Synthesise various theories of learning on the basis of sound principles with a view to understand human-learning in general and class-room learning in particular.
9. Design sequences of learning in classroom instruction.

Module 3.3: Information Processing

Objectives:

1. Analyse the essence of modern information processing theories.
2. Elucidate the concepts of STM and LTM.

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3. Identify various phases/stages of information processing.

4. Explain the possible neurophysiological bases of information processing.

5. Bring out the meaning and importance of semantic encoding and structuring in information processing.

6. Specify the conditions for effective information processing at every stage.

7. Explain and apply the principle of multi-sensory approach in teaching.

8. Apply principles of information processing to facilitate remembering and reduce forgetting.

Module 3.4: Gagne's hierarchical learning types and their conditions

Objectives:

1. Explain Gagne's learning types (as per the latest revision)

2. Identify/specify favourable internal and external conditions (within the learner and within the learning situations) for different learning types.

3. Classify (at least a few) classroom learning in different school subjects into different types of learning.

4. Bring out the merits and limitations of Gagne's classification and conditions.

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Module 3.5: **Kinds of Learning**

Objectives:

1. Explain the meaning and nature of concepts, principles, learning hierarchies, problem solving, cognitive strategies, attitudes and values.
2. Identify examples of these learning types in curricular subjects.
3. Bring out different stages/phases and the principles relevant to each in teaching concepts, principles, problem solving.
4. Explain and illustrate the phases and principles of skill learning.
5. Identify various cognitive strategies in problem-solving, evaluate their relative efficiency and select appropriate strategies for problem solving.
6. Suggest techniques and ways facilitating different types of learning.
7. Analyse factors influencing development of attitudes and values.
8. Explain and illustrate phases and principles in developing/changing attitudes and values.

Module 3.6: **Programmed Instruction**

Objectives:

1. Elucidate the concept of programmed instruction and learning.
2. Examine and illustrate the principles of programmed instruction.
3. Interpret programmed learning in terms of reinforcement and shaping as well as cumulative cognitive construction.

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4. Construct short sequences in different types of programmes.

5. Evaluate programmed learning in comparison to other methods of teaching.

6. Develop self-instructional learning materials in certain appropriate styles and formats.

7. Plan mastery learning strategy for different curricular subjects.

Instructional Strategies

1. Relate theories of learning to imporant concepts in education through synthesis and analysis.

2. Bring .out differences in approach to different teaching situations.

4. Discuss preparation and standardisation of attitude scales, interest inventories and value measures.

5. Provide experience in preparation of programmed materials.

Evaluation

1. Through reports of observation of classes

2. Ratings of seminar performances

3. Assessment of measures prepared

Suggested Basic Readings

Suggested Further Readings

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UNIT - IV FURTHER ISSUES RELATING TO LEARNING

Content Specification

Remembering and forgetting; information processing theory, interference theory, favourable conditions and methods. Transfer of learning - concept, explanation/ theories, favourable conditions and methods. Motivation - 'affect', temporary and stables; categories/forms/levels of motives (especially social, cognitive, esteem espn-ach; competency; ego-integrative/ involving) different views on place of motivation in learning (general Tolman, Skinner, Kelley, etc.) reciprocal relationship between motivation and learning; common and special methods for raising immediate and stable motivation.

Module 4.1 **Remembering and Forgetting**

Objectives:

1. Explain the nature of remembering and forgetting as related to classroom learning.
2. Identify the factors influencing remembering and forgetting.
3. Compare and evaluate theories of remembering and forgetting.
4. Interpret these theories with reference to classroom teaching-learning.
5. Specify conditions and methods favourable for effective remembering.
6. Enumerate conditions that influence forgetting
7. Select appropriate methods of memorisation for different types of learning materials.
8. Develop suitable programmes for memory training for students.

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Module 4.2 Transfer of Learning

Objectives:

1. Elucidate the concepts of transfer of learning.
2. Relate learning, memory and transfer.
3. Compare and evaluate different explanations or theories of transfer.
4. Interpret the experiments on transfer of learning and bring out their implications for classroom teaching.
5. Identify favourable conditions for effective transfer.
6. Evaluate the relative merits and limitations of methods of transfer.
7. Identify situations of transfer among different subjects and within a particular subject.
8. Illustrate transfer of classroom learning to life situations.
9. Apply principles of transfer in structurinng curriculum in different subjects.

Module 4.3 Motivation

Objectives:

1. a. Elucidate/Explain the nature of motivation or function of motives

   b. Elucidate functional autonomy of motives.
2. Elucidate the concept of 'affect'.
3. Identify different categories of motives (biological, cognitive, social etc.)

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4. Analyse Maslow's hierarchy of motives and bring out its significance in personality development.

5. Evaluate different theories for their adequacy and relevance for classroom learning.

6. Formulate principles of motivation by analysing and synthesising different theoretical explanations.

7. Bring out the reciprocal relationship between motivation and learning.

8. Select and apply appropriate methods for sustaining and raising motivation of learners.

9. Identify personality factors conducive for stable and effective motivation.

10. Plan educational activities or programmes to foster higher levels of motives leading to greater achievement annd self-actualization.

Instructional strategies

1. Demonstration of transfer possibilities
2. Symposing on motivation

Evaluation

Short answer type questions
Objective type questions
Ratings of performance in symposium

Suggested Basic Readings

Suggested Readings

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UNIT - V GROUP DYNAMICS

Content Specification

Group process, inter-personal relation, sociometric grouping, social-emotional climate of the classroom and teacher characteristics influencing it.

Module 5

Objectives:

1. Identify different characteristics of groups in general and class as a social group in particular.
2. Distinguish between different types of groups.
3. Explain the importance of affiliation and cohesion in group processes.
4. Explain the nature of group processes and principles and conditions favouring effective group processes.
5. Apply the principles of group processes to classroom management and instruction.
6. Identify different patterns of human relationships and factors influencing human relationships.
7. Suggest and apply measures for improving human relation, interactions, and productivity.
8. Display social skills for maintaining effective human relationships.
9. Compare/Evaluate ability grouping and sociometric grouping.
10. Apply the techniques of grouping in different situations in and out of classroom.
11. Analyse the social-emotional climate of a classroom and specify conditions that facilitate a good climate

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Instructional Strategies

1. Situational presentation of group interactions
2. Participant/non-participant observation of actual situations.

Evaluation

1. Assessment of observation reports
2. Assessment of action research reports

Suggested Basic Readings

Suggested Further Readings

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UNIT - VI INDIVIDUAL DIFFERENCES

Content Specification

Concept of intra- and inter-differences, relevant attributes, methods of study/assessment. Intelligence and cognitive abilities/capabilities (with content, structure and function); recent trends in testing intelligence/cognitive capabilities. Aptitudes - concept, measurement, DAT batteries, tests for specific components, predictive power and validity. Creativity - nature, process, capabilities, fostering creativity and guiding creative children. Concept and measurement of Interests - Attitudes - Values. Personality - factors/traits, qualitative assessment, projective techniques. Adjustments in teaching- learning common measures in classrooms; special methods and systems (including grouping and individualisation, differential pacing and curriculum programmed learning and mastery learning). Education of special categories - the gifted, the slow learners, the retarded, the sensorily handicapped, etc. (Principles, adjustments, integration, in brief).

Module 6.1 **Nature of individual differences and its method of study**

Objectives:

1. Identify the relevant attributes of individual differences,
2. Explain the range and distribution of individual differences,
3. Compare or critically examine the different methods used in the study of individual differences,
4. Point out the general implication of individual differences to educational systems and practices.

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Module 6.2 Intelligence

Objectives:

1. Elucidate the meaning of cognitive abilities and Capabilities.
2. State and synthesize different definitions of intelligence.
3. Critically examine and synthesize theories of intelligence (including Guilford and Sternberg)
4. Point out complications of different theories for testing.
5. Analyse the structure and components of intelligence
6. Critically examine various methods of measuring intelligence.
7. Compare different types of intelligence tests.
8. Define the characteristics/qualities of a good intelligence test.
9. Critically examine specified intelligence tests.
10. Administer selected individual and group tests of intelligence.
11. Interpret the results of intelligence tests.
12. Critically examine Piagetian types of tests of cognitive capabilities.
13. Point out the implications of difference in cognitive capabilities for curriculum and teaching.

Module 6.3 Aptitude

Objectives:

1. Elucidate the old and new concept of aptitudes.

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2. Define different aptitudes relevant to education.
3. Differentiate among different aptitudes.
4. Explain the role of aptitudes in learning and performance.
5. Explain the principles and qualities relevant to aptitude testing.
6. Select good tests combination of tests for measuring different aptitude.
7. Administer selected aptitude tests for aptitudes.
8. Interpret the results of few aptitude tests.

Module 6.4 Creativity

Objectives:

1. Elucidate the concept of creativity
2. Analyse the components of creativity.
3. Critically examine different methods of measuring creativity.
4. Describe recent trends in measuring creativity
5. Identify characteristics of creative children
6. Analyse creative processes and identify creative practices in education.
7. Identify principles of guidance of creative children
8. Design school practices for fostering creativity.

Module 6.5 Interests, Attitudes, and Values

Objectives:

1. Elucidate the concepts of interests, attitudes and values (separately and with interrelationship and differenciation)

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2. Explain the nature and structure of inventories and skills.

3. Explain the nature and use of situational tests and projective techniques.

4. Critically examine selected interest inventories, attitude scales and value inventories.

5. Administer selected inventories and scales and interpret results.

Module 6.6 Adjustments in teaching-learning processes to suit individual differences.

Objectives:

1. Identify measures for catering to individual differences in a typical classroom.

2. Explain and critically examine the approaches and systems of ability grouping, acceleration, differential treatment.

3. Explain and critically examine the system for purposeful curricular differences.

4. Critically examine different special schemes for curricular differentiation, differential pacing, and programmed self-instruction.

5. Critically examine schemes for individualisation of instruction including individually planned instruction.

6. Design operational schemes for effective group instruction and individualisation of instruction.

Module 6.7 Education of special Categories

Objectives:

1. Elucidate the concepts of gifted children, slow learners, retarded children.

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2. Design curricular schemes for enrichment of the gifted.

3. Suggest measures for helping slow learners to cope with curricular requirements.

4. Critically examine existing provisions and design suitable schemes for educable mentally retarded (EMR), trainable mentally retarded (TMR).

5. Examine/Design special provisions for sensorily handicapped categories.

6. Suggest measures for integrating exceptional children (handicapped categories) into the mainstream.

7. Design compensatory schemes and provisions for socially disadvantaged and culturally deprived children.

8. Suggest measures for guidance and counselling services for social deviates and emotionally disturbed children.

Instructional Strategies

1. The measurement, procedures and techniques for measuring intelligence, aptitudes, creativity and other non-cognitive factors will be discussed with the help of examples and test materials.

2. The students will be encouraged to apply the test materials and discuss the results in groups or tutorials.

3. Each student will prepare a report after using the tests which will be discussed in groups.

4. Synthesis of different views on development, the structure and functioning of personality will be discussed in the departmental seminars.

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Evaluation

1. Short answer questions
2. Objective type questions
3. Rating of performance in seminar discussions
4. Rating of performance in group discussions
5. Assessment of individual assignments
6. Evaluation of practical work

Suggested Basic Readings

Suggested Further Readings

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UNIT - VII

PERSONALITY

Content Specification

Personality - concept; type, trait and factor approaches to analysing/assessing personality (brief introduction). Development of Personality - Explanation of Freud (id - ego - super-ego), Erikson (psycho-social stages) Allport (stages upto proprium). Structure of personality: Freud (id-ego-super-ego and the conscious - sub-conscious - unconscious) Allport (levels of traits), Eysenck and Guilford (dimensional structure); factor-cum-trait structure (Cattell) etc. Functioning of personality: selected concepts from Freud, (Libido, Conflicts, repression, regression, sublimation etc.). Jung (universal psychic energy, introversion- extroversion) Adler (compensation and style of life), Karen Horney (needs and neurotic anxiety, social behaviour), Erich Fromm (basic personality needs, fear of escape from freedom, new interpretation to some key Freudian concepts, etc.) Kelley (personal constructs), Maslow (hierarchy of motives going upto self--actualisation), Rogers (analysis of human nature and emphasis on self-enhancement). Synthesis of different views; the concepts of 'mature personality'; 'Sthithaprajna'; value of Yoga and meditation in raising the powers of the mind and the level of consciousness.

Module 7.1 Introduction to personality

Objectives:

1. Elucidate the concept of personality
2. Analyse the complex structure of personality
3. Explain the integration and uniqueness of personality
4. Identify characteristics of a mature personality

Module 7.2 Development of Personality

Objectives:

1. Explain the role of id,ego and super-ego in personality development.

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2. Decribe the stages of psycho-social development (Freud) of personality and explain their central theories (Erikson)

3. Explain Allport's sequential stages of personality development

4. Compare and synthesise the explanations of Freud, Erikson and Allport about personality development.

5. Point out implications for guiding personality development.

Module 7.3 Structure of Personality

Objectives:

1. Distinguish among 'Structure' 'types','traits' and 'factors' of personality.

2. Explain Freud's id - ego - super-ego structure and the conscious - sub-conscious - unconscious levels of mind with their inter-relationships.

3. Analyse the structure of personality, as explained by Allport.

4. Compare Eysenck's and Guilford's explanation on the structure of personality.

5. Analyse Cattell's factor-trait structure of personality.

6. Synthesise the different views about the structure of personality.

7. Point out implications of different theories and their integrations for personality assessment.

Module 7.4 Functioning of Personality

Objectives:

1. Elucidate the key concepts and mechanisms used by Freud, Jung, Adler, Horney, Erich Fromm, Allport, Kelley, Maslow and Rogers in explaining the functioning of personality.

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2. Discriminate among and interrelated concepts and mechanisms of functioning of personality as explained by Freud, Jung, Adler, Horney, Erich Fromm, Allport, Kelley, Maslow and Rogers.

3. Synthesise the different views and explanations on personality functioning.

4. Analyse the contemporary and Neo-Freudian deviation from Freudian explanation.

5. Analyse the Humanist views on personality development and functioning.

6. Point out implications of the two major schools of thought from educational practices.

Instructional Strategies

Evaluation

1. Long essay type questions
2. Short essay type questions
3. Objective type questions
4. Ratings of performance in seminars and tutorials
5. Assessment of the Assessment.

Suggested Basic Readings

Suggested Further Readings

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UNIT - VIII ADJUSTMENT AND MENTAL HEALTH

Content Specification

Concepts and inter-relationships. Mechanisms of adjustment (positive, defence, escape, withdrawl, compensatory mechanisms,) Anxiety, conflicts, stress, tension, coping. A brief introduction to common forms of neuroses, psychosomatic disorders and psychoses to help, identify possible cases that need specialised treatment. Principles of mental hygiene - preventive, constructive and curative measures - role of and implications for education.

Module 8.1 Concepts and Inter-relationship between adjustment and Mental Health

Objectives:

1. Elucidate the meaning of adjustment and mental health.
2. Explain the inter-relationship among personality adjustment and mental health.
3. Distinguish between mental health and mental hygiene.
4. Explain concepts like anxiety, conflicts, stress, tension and coping.

Module 8.2 Mechanisms of Adjustment

Objectives:

1. Explain the various forms of adjustment mechanisms
2. Differentiate among similar and related forms of adjustment mechanisms.
3. Illustrate different adjustment mechanisms

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4. Analyse the positive and negative effects of adjustment mechanisms.

5. Judge how far and in what ways each mechanism would help/hinder achievement and success.

Module 8.3 Common forms of Personality Disorders

Objectives:

1. Describe the symptoms of different personality disorders - common forms.

2. Recognise different forms of treatment suitable for different disorders and the categories of specialists who can offer such services.

Module 8.4 Principles of Mental Hygiene

Objectives:

1. Establish the importance of good mental health for both teachers and students.

2. Identify principles and conditions conducive to good mental health.

3. Suggest measures for the prevention of mental health problem in school/college.

4. Suggest measures for fostering good mental health among students.

5. Suggest measures for adopting corrective measures in identified cases.

Instructional Strategies

Evaluation

1. Grading on the basis of formative evaluation through discussion and case study
2. Short answer type questions
3. Objective type questions

Suggested Basic Readings

Suggested Further Readings

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7.4.4 METHODOLOGY OF EDUCATIONAL RESEARCH

Introduction

TIME: 120 hours.

A course in Methodology of Educational Research in the M.Ed. Programme should be considered as an initiation into research process. The theoretical treatment would be strengthened by its practice in the form of a dissertation, which should at least be considered as a form of apprentice-ship training. The course should stimulate a questionning mind, seeking truth, distinguishing between fact and opinion, impressions and proven evidences and subjective and objective interpretations.

An attempt may be made to dispel persistent prevailing notion that use of statistics is an essential part of educational research or that a piece of research is valued more if it incorporates use of statistics. Also, the belief that scientific method with its well structured steps is the only method of inquiry should also be removed. The student should also be familiarised with qualitative analyses, descriptive reporting and findings based on rigorous application of reasoned criticism.

COURSE OBJECTIVES

1. Ability to comprehend the essentials of reported research.

2. Inquisitive mind and spirit of inquiry.

3. The student develops:

    a. understanding and appreciation of the role of research in the theory and practice of Education;

    b. ability and competence to plan, execute and report research;

    c. capability to apply research findings in educational practice.

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COURSE OUTLINE

Unit - I

1. Methods of Acquiring knowledge:

    a. Tradition

    b. Experience

    c. Reasoning: Inductive and deductive

2. Nature, Methods and steps of the following approaches for acquiring knowledge:

    a. Positivistic

    b. Dialectical

    c. Scientific

Unit - II

Educational Research

1. Meaning
2. Scope
3. Need and Importance
4. Characteristics
5. Constraints and limitations
6. Ethical considerations
7. Levels: Theoretical, Applied, Action and their interrelatioship.

Unit - III

1. Areas of Educational Research with respect to:

    a. Content of education

    b. Instruction, learning and evaluation

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c. Social and cultural needs

d. Economic and political situations

e. Historical context

f. Levels of education: Pre-primary, Primary, Secondary, Higher, Technical and Professional, Non-Formal, Adult Education.

2. Priority Areas of Educational Research in the National and International Perspective.

Unit - IV

Research Problem

1. Identification on the basis of:

a. Experience b. Discussion c. Literature (Types and sources)

2. Criteria for selection

3. Scope and delimitations

4. Meaning and role of Assumptions, Constructs, Laws, Theory, Hypotheses, Prepositions, Axioms and Postulates

5. Hypothesis

a. Characteristics b. Types c. Formulation d. Testing

Unit - V

Data Collection

1. Criteria of the data needed

2. Types of Data: Qualitative and Quantitative

3. Techniques and Tools

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(1) Characteristics, types and uses of:

(a) Documentary scrutiny
(b) Observation
(c) Questionnaire
(d) Interview
(e) Rating Scales
(f) Schedule
(g) Tests: Psychological, Educational & Sociometric

(2) Selection of Appropriate Tools

4. Sampling

a. Population and Sample

b. Methods:

(a) Probability Sampling: Simple Random including use of Random Number Table, Cluster, Stratified and Multistage.

(b) Non-Probability Sampling: Quota, Judgement and purposive

c. Sample Size

d. Errors: Sampling and non-sampling, systematic and random, and control of different errors.

Unit - VI

Approaches

(1) Historical (2) Philosophical (3) Descriptive

(4) Experimental

Unit - VII

Analysis of Data

1. Qualitative

a. Criticism: External & Internal

b. Content Analysis

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2. Quantitative

a. Descriptive and inferential statistics

b. Organisation and tabulation of data with respect to the nature of Measurement: Nominal,Ordinal, Interval and Ratio.

c. Graphical Representation of Data:

(a) Histogram (b) Frequency Polygon (c) Ogive (d) Pie Diagram and (e) Bar Diagram

d. Measures of Central Tendency:

(a) Mean, Median and Mode

(b) Uses and Computation

(c) Selection of appropriate Measure

e. Measures of Variability:

(a) Range, Quartile Deviation, Average Deviation, Variance and Standard Deviation

(b) Uses and Computation

(c) Selection of the appropriate measure

f. Measures of Relative Positions

Uses and Computation of:

(a) Percentile (b) Percentile Rank (c) Standard Scores

g. Probability Distributions

(a) Concept of Probability

(b) Binomial Distribution: Concept and Nature

(c) Normal Distribution: Characteristics,Use of Normal Table and Applications.

(d) Concept;Uses and Computation of Kurtosis and Skewness.

(e) t-distribution: Concept and Nature, Use of t-Table, concept of Degrees of Freedom

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h. Measures of Relationships

(a) Correlation: Concept and Uses

(b) Measures of Correlation:

1. Product Moment Correlation: Assumption, Uses, Computations and Interpretation.

2. Rank Difference correlation: Assumptions, Uses, Computations and Interpretation.

(c) Prediction

1. Concept of Regression
2. Framing of Regression Equations (Involving two variables only) and their use
3. Accuracy of Prediction

(i) Inferential statistics

A. Parameter and Statistics
B. Parametric and Non-parametric statistics

A. PARAMETRIC STATISTICS

a. Sampling Distribution of Statistics
b. Standard error and Reliability of Statistics: Computation and Uses with respect to: Mean, Standard Deviation, and Product Moment Correlation
c. Null Hypothesis Testing:
   1. Concept of Null Hypothesis
   2. Concept of levels of confidence
   3. Concept of tests of significance
   4. One-tailed and two-tailed tests
   5. Type I and Type-II errors

d. Testing the significance of the difference between the following statistics for independent and correlated samples:
(i) Means (ii) Standard Deviations
(iii) Product Moment Correlation including use of Fisher's Z-table
(iv) Analysis of variance and co-variance (one way):

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Concept, Assumptions, Uses, Computations and Use of F-table.

B. NON-PARAMETRIC STATISTICS

(i) Chi-square test:Concept, Uses, Computations and Use of Chi-square Table.
(ii) Sign test;Concept, Uses and Computations
(iii) Median Test: Concept, Uses and Computations.

C. Use of Computer (elementary ideas) in Data Analysis.

UNIT - VIII

Interpretation of Results of Analysis

In terms of:
(i) Objectives (ii) Hypotheses (iii) Limitations of tools and data (iv) Earlier findings (v) Unstudied factors (vi) Intervening variables (vii) Collating results obtained through different techniques of Analysis.

UNIT - IX

Generalisation of Results

(i) Bases (ii) Justification (iii) Implications for Researchers and Practitioners.

UNIT - X

Preparation of Research Documents

i. Research Proposal
ii. Research Report
  a. Thesis and Dissertation for various degrees
  b. Abstract
  c. Summary
  d. Monograph
iii. Research Reporting for practitioners and others concerned.

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UNIT - I: METHODS OF ACQUIRING KNOWLEDGE

Content Specification

This unit deals with the methods of acquiring knowledge. The instruction spread over ten hours will help the students to understand the nature of the following approaches for acquiring knowledge: (i) Tradition (ii) Experience (iii) Reasoning (iv) Positivistic Approach (v) Dialectical Approach and (v) Scientific Approach

Module 1.1: Tradition and Experience as Methods of Acquiring Knowledge

Objectives:

On completion of the module, the students will be able to:

a. Explain and illustrate tradition as a method of acquiring knowledge.

b. Explain and illustrate experience as a method of acquiring knowledge.

c. Describe the limitation of tradition and experience as methods for the acquisition of knowledge.

Module 1.2: Reasoning as Method of acquiring knowledge

Objectives:

On completion of the module, students will be able to:

a. Understand the nature of inductive reasoning.

b. Describe, with suitable illustrations, the inductive process.

c. Distinguish between perfect induction and imperfect induction.

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Gandhi Memorial College Of Education Bantalab Jammu

d. State the limitations of inductive reasoning.

e. Understand the nature of deductive reasoning.

f. Describe, with suitable illustrations, the deductive reasoning.

g. State the limitations of deductive reasoning.

h. Distinguish between inductive and deductive reasoning

Module 1.3: Positivistic Approach and Dialectical Approach

Objectives:

On completion of the study of the module, students will be able to:

a. Understand the nature of inductive reasoning.

b. Describe, with suitable illustrations, the inductive process.

c. Distinguish between perfect induction and imperfect induction.

d. State the limitations of inductive reasoning.

e. Understand the nature of deductive reasoning

f. Describe, with suitable illustrations,the deductive reasoning.

g. State the limitations of deductive reasoning

h. Distinguish between inductive and deductive reasoning

Module 1.3: Positivistic Approach and Dialectical Approach

Objectives:

On completion of the study of the module, students will be able to:

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a. Explain the concept of positivistic approach
b. Enumerate the characteristics of positivistic approach
c. Describe the steps of positivistic approach
d. Explain the concept of dialectical approach
e. Describe the steps of dialectical approach

Module 1.4: Scientific Approach

Objectives:

On completion of the module, the students will be able to:

a. Understand the meaning of scientific approach
b. Enumerate the advantages of scientific approach
c. Explain the steps in scientific approach
d. Differentiate between the characteristics of scientific approach and other approaches.

Instructional Strategies

a. Lecture
b. Discussion
c. Seminar tutorials and Group work: Students will present papers illustrating how knowledge has been acquired in thier subjects of specialisation using different approaches.

Evaluation

a. Formative evaluation on the basis of the ratings of the papers presented in seminars, group work and discussions.
b. Summative evaluation based on the objectives of the unit.

Suggested Basic Readings

1. Van Dalen, Deobold B. (1962), Understanding Educational Research. New York: Mc Graw Hill, pp.17-20.

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2. Ary, Donald, Lucy Chester Jacobs and Asghar, Razavieh (1972), Introduction to Research in Education, New York: Rinehart and Winston, pp.3-6.

3. Koul, Lokesh, (1984), Methodology of Educational Research, New Delhi: Vikas Publications.

4. Feyerabend, P.K. (1981) Realism, Rationalism and Scientific Method, London: Cambridge University Press.

5. Feyerabend, P.K. (1985) Realism, Rationalism and Scientific Method, London: Cambridge University Press.

6. Brameld, Theodore (1971), Patterns of Educational Philosophy, New York: Holt, Rinehart and Winston, pp.552-563.

7. Munitz, Milton, (1979) The Ways of Philosophy, New York: Macmillan, pp. 85-90.

8. Cohen, Morris R. and Ernest, Nager (1934), An Introduction to Logic and Scientific Method. New York: Harcourt, Brace and Worl Inc.

Further Readings

1. Cornford, F.M. (1941),The Republic of Plato. London: Oxford University Press.

2. Dewey, John (1933) How We Think. Boston: D.C. Heath,

3. Conant, James B. (1947) On Understanding Science. New Haven, Conn: Yale University Press .

4. Brown, Clarenee W. and Edwin, E. Ghiselli (1955) Scientific Method in Psychology. New York: Mc Graw Hill Book Company,

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UNIT - II EDUCATIONAL RESEARCH

Content Specification

This unit deals with meaning,scope need and importance characteristics, constraints and limitations of educational research. It also includes the various levels of educational research - theoretical, applied, and action research and their inter-relationship.

The instruction of the unit will be spread over five hours.

Module 2.1: Educational Research

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept of educational research

b. Give some examples of Educational research

c. Describe the need and importance of educational research.

d. Describe the characteristics of educational research.

e. Describre the scope and limitations of educational research.

Module 2.2: Levels of Educational Research

Objectives:

After the completion of the module, the students will be able to:

a. Name levels of educational research: Theoretical research, Applied research and Action Research.

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b. Explain and illustrate the concept of theoretical research.

c. Explain and illustrate the concept of applied research

d. Explain and illustrate the concept of Action Research.

e. Draw a comparison between Theoretical, Applied and Action Research with suitable illustrations.

Instructional Strategies

1. Lecture
2. Discussion
3. Assignment
4. Practical orientation by paper readings in seminars.

The papers will be based on the examples illustrating the concepts of theortical research, applied research and action research.

Evaluation

1. Formative evaluation in terms of the ratings of the papers prepared and presented in the seminars and group discussion.

2. Summative evaluation involving the use of objective, short answer and oral tests.

Suggested Basic Readings

1. Best, W. John (1977). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.

2. Good, Carter V., A.S. Barr and Douglas E. Scates (1941) Methodology of Educational Research. New York: Appleton Century Crofts, Inc.

3. Koul, Lokesh (1984), Methodology of Educational Research. New Delhi: Vikas Publishing House.

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4. Mouley, G.J. (1963). The Science of Educational Research. New Delhi: Eurasia Publising House, Pvt. Ltd.

5. Sukhia, S.P., Mehrotra, P.V., and Mehrotra, R.N. (1976), Elements of Educational Research. Bombay: Applied Publishers.

6. Travers, R.M.W. (1978), An Introduction to Educational Research, New York: McMillan.

7. Corey, Stephen M. (1953) Action Research to Improve School Practices. New York: Teachers College, Columbia University.

Further Readings

1. Corey, Stephen M. and J.K. Shukla (1962). Practical Classroom Research by Teachers. New Delhi: The Manager of Publication.

2. Varma M. (1965): An Introduction to Educational and Psychological Research. New Delhi: Asia Publishing House.

3. Singh, L.C. et al. (1978). Experimentation and Innovations in Secondary Schools, NCERT Publications.

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UNIT - III AREAS OF EDUCATIONAL RESEARCH

Content Specification

This unit deals with different areas of eduational research with respect to content of education; instruction, learning and evaluation; social and cultural needs; economic and political situation, historical context; psychological dimensions and levels of education. The instruction spread over ten hours will also include the discussion on the criteria required for setting up the priority areas of educational research in the national and international perspective.

Objectives

On completion of the module, the students will be able to:

a. Emumerate and discuss research problems relating to the following content areas of education: educational psychology, philosophy of education, sociology of education, economics of education, educational administration, comparative education, educational measurement and test development, curriculum construction and textbooks, teacher education and teaching behaviour, guidance and counselling and educational technology.

b. Enumerate and discuss research problems relating to instruction, learning and evaluation strategies in the context of formal and non-formal settings.

Enumerate and discuss the problems relating to the influence of economic, political, historical, social and cultural, forces on education and of education on them.

d. Enumerate and discuss research problems relating to different levels of education: Pre-primary education, primary education secondary education, higher education, agriculture and technical education, non-formal education and adult education.

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Understand criteria required for setting up the priority areas of educational research such as relation to economic and societal goals in the national and international context with respect to past, contemporary and future needs and identify the priority areas for research.

INSTRUCTIONAL STRATEGIES

a. Lectures

b. Assignments which will consist of the study of literature pertaining to research in various areas.

c. Discussion of educational issues and their classification into the various areas.

d. Paper reading based on analysis of research problems with respect to the areas of educational research.

Evaluation

Students will be evaluated on their ability to explain the rationale for the classification of educational research into various areas and also their ability to categorize educational research into these areas. Their ability to suggest with justification a few priority research projects will be given credit. The evaluation will be continuous and will be based on assignments, discussions, paper-readings and also a summative test given at the end of the unit.

Suggested Basic Readings

1. Buch, M.B. (1979). Second Survey of Research in Education.

2. Good, Carter V., A.S. Barr and Douglas E. Scates (1941). Methodology of Educational Research. New York: Appleton-Century-Crofts Inc.

3. Koul, Lokesh (1984), Methodology of Educational Research. New Delhi: Vikas Publishing House.

4. Lovell, K. and Lawson, K.S. (1970), Understanding Research in Education. London: University of London Press.

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5. Sukhia, S.P., Mehrotra, P.V. and Mehrotra, R.N. (1976), Elements of Educational Research. Bombay: Allied Publishers.

6. Travers, R.M.V. (1978), An Introduction to Educational Research. New York: MacMillan.

7. Shitney, F.L. (1950), The Elements of Research. New Jersey: Prentice Hall.

Further Readings

1. Buch, M.B. (1987). Third Survey of Research in Education. New Delhi: NCERT.

2. Shanker, U. et al. (1968) Research Needs in the Study of Education, Kurukshetra University Books and Stationery shop.

3. Pal, S.K; and Sexana, P.C. (1985) Quality Control in Educational Research, New Delhi: Metropolitan.

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UNIT - IV RESEARCH PROBLEM

Content Specification

This unit deals with the identification, formulation and definition of a research problem. It includes the concepts such as basis of identification of problem - experience, discussion and related literature; criteria of problem selection; scope and delimitation; evaluating problem in terms of the criteria of relevance, novelty, feasibility, time and financial resources. This unit also explains the role of assumptions, constructs, laws, theory, propositions, axioms, postulates and hypothesis in research process. The instruction of this unit wil be spread over eight hours.

Module 4.1 Sources and Selection of Research Problem

Objectives:

On completion of the module, the students will be able to:

a. Identify various sources of research problem

b. Select suitable problem after consulting various sources of reference materials.

c. Define a problem for research.

d. Specify the scope and delimitations of the problem.

e. Evlauate a research problem.

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Module 4.2: Assumptions, Constructs, Theory, Axioms, Postulates, Laws etc.

Objectives:

On completion of the module, the students will be able to:

a. Explain the meaning and role of assumptions.

b. Explain the meaning and role of constructs, laws and theory.

c. Explain the meaning and role of axioms and postulates.

Module 4.3: Hypothesis

Objectives:

On completion of the module, the students will be able to:

a. Define a hypothesis.

b. State and illustrate the characteristics of a good research hypothesis.

c. Name different types of hypothesis with examples.

d. Formulate a research hypothesis.

e. Describe the procedures for testing the hypothesis.

Instructional Strategies

The teacher will use interactive and participatory approach. He should explain and illustrate various concepts with examples. More emphasis will be laid on discussion and student questioning. The students will be asked to select individual research problems and formulate hypotheses.

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Evaluation

The formative and summative evaluation will comprise questions on identification of research problem, scope and delimitations, criteria for evaluation of a problem, meaning of assumptions, constructs, theory, hypothesis, etc. The students will be required to select research problems and formulate hypotheses.

Suggested Basic Readings:

1. Van, Dalen, D.E. (1973) Understanding Educational Research New York: McGraw Hill Book Co.

2. Koul, Lokesh (1984), Methodology of Educational Research pp. 11-30.

3. Best, J.W. (1983), Research in Education, New Delhi: Prentice Hall of India, pp. 38-42.

4. Travers, R.W. (1958) An Introduction to Educational Reserach New York: The Macmillan Co. pp. 69-96.

5. Sukhia, S.P., Mehrotra, P.V. and Mehrotra, R.N. (1963) Elements of Educational Research. New Delhi: Allied Publishers (P) Ltd. pp. 40-70.

Further Readings:

1. Travers, R.W. (1973), Handbook of Research on Teaching Chicago: Rand McMally.

2. Kerlinger, Fred N.(1978) Foundations of Behavioural Research New York: Holt and Rinehart.

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UNIT - V DATA COLLECTION

Content Specification

Discusses the nature of data, its types; techniques and tools of data collection; characteristics, types and uses of various types of tools; and selection of appropriate tools.

It also deals with the concept of sampling; various methods of sampling; sample size and types of sampling error. The instruction of the unit will be spread over 15 hours.

Module 5.1: Nature and Types of Data

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept and nature of data.

b. Name the types of data: qualitative and quantitative.

c. Describe the characteristics of qualitative and quantitative data with examples.

Module 5.2: Techniques and Tools

Objectives:

On completion of the module, the students will be able to:

a. Enumerate the various types of tools of data collection: Document Scrutiny; Observation; Questionnaires; Interview; Rating Scales; Schedules and tests; psychological, educational and sociometric.

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b. Describe the characteristics of data collection tables.

c. Identify the criteria for selection of appropriate tools.

d. Describe the uses of various tools and techniques in the context of various research problems.

Module 5.3: Sampling

Objectives:

On completion of the module, the students will be able to:

a. Define and illustrate the concepts of population and sample.

b. Describe various methods of sampling: Probability and non-probability.

c. Describe the merits and limitations of probability and non-probability sampling techniques.

d. Use the Random Number Table

e. Explain the concept of sample size.

f. Enumerate, explain and illustrate various types of sampling errors.

Instructional Strategies

a. Lectures followed by discussion.

b. Tutorials.

c. Practical orientation in the construction and use of various tools keeping in view the nature of a research problem.

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d. Use of Seminars and assignments on the selection of sample (including the use of Random Numbers) keeping in view the nature of the research problem.

Evaluation

Formative evaluation will be carried out with the help of short answer/objective type tests at the end of each module.

Summative evaluation at the end of the unit.

Rating will aslo be used to assess students' ability to construct various types of tools and use them appropriately.

Suggested Basic Readings:

1. Van Dalen, D.B. (1966) Understanding Educational Research New York: Mc Graw-Hill Book Company, pp. 295-329.

2. Best, J.W. (1983) Research in Education, New Delhi: Prentice Hall of India (P) Ltd., New Delhi: pp. 151-212.

3. Sukhia, S.P., Mehrotra, P.V., Mehrotra, R.N. (1963), Elements of Educational Research, New Delhi: Allied Publishers, pp. 101-140.

4. Travers, R.M.V. (1950), An Introduction to Educational Research, New York: Macmillan Co., pp. 101-181.

5. Koul, Lokesh (1984), Methodology of Educational Research, New Delhi: Vikas Publishing House, pp. 102-181.

Suggested Further Readings:

1. Gilford, J.P. (1967) Psychometric Methods, New Delhi: Tata Mc Graw-Hill Publishing Co.

2. Edwards, A.L. (1957) Techniques of Attitude Scale Construction. New York: Appleton-century Crofts Inc.

3. Freeman, F.S. (1965) Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co.

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UNIT - VI RESEARCH APPROACH

Content Specification

This unit deals with the discussion of various research approaches in education - Historical, philosophical, Descriptive and Experimental. Intensive instruction on the unit, spread over 30 hours, will include the description of various steps involved in the different research approaches, viz., formulating the problem, collecting source materials, stating hypotheses, listing of assumptions upon which hypotheses are based, selection of the samples and materials, selection of appropriate tools of data collection, analysis of data, interpretation of results, and drawing of conclusions.

Module 6.1: Historical Research Approach

Objectives:

On completion of the module, the students will be able to:

a. Explain the nature and concept of historical research approach in education.

b. Enumerate the characteristics of historical research approach.

c. Describe various types of research problems of historical nature.

d. Describe the steps involved in historical approach of research with suitable examples.

e. Select a problem of historical nature and describe steps in the conduct of the study.

f. Describe the limitations of historical research approach.

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Module 6.2: Philosophical Research Approach

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept and nature of philosophical research approach in education.

b. Enumerate the characteristics of philosophical research approach.

c. Select a problem of philosophical research and describe steps in the conduct of the study.

d. Describe the limitations of philosophical research.

Module 6.3: Descriptive Research Approach

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept and nature of descriptive research approach in education.

b. Enumerate and describe various types of descriptive research approaches: Survey, casual-comparative, case study, correlational, longitudinal and cross sectional studies.

c. Describe the steps involved in descriptive research approach.

d. Select the problems involving various descriptive research approaches and illustrate their steps.

e. Describe advantages and limitations of various types of descriptive studies.

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Module 6.4: Experimental Research Approach

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept and nature of experimentation in education.

b. Explain and illustrate the characteristics of experimentation in education in terms of control, replication, and validity - internal and external.

c. Describe various steps in conducting an experimental study.

d. Describe and illustrate the use and limitations of various types of experimental designs - pre-experimental, true experimental, quasi experimental and factorial designs.

Instructional Strategies

1. Practical orientation in terms of selection of probelem of historical/philosophical nature, specification of the sources of data annd their criticism both internal and external.

2. Training in writing of report of research study of historical/philosophical nature.

3. A problem which requires descriptive approach of investigation will be selected. It will be followed by training in the definition and formulation of problem, selection of appropriate tools and sample, etc.

4. A problem for experimental study from the classroom situation will be selected by students and they will be trained in the formulation of the research design which will include the plan of experimental design, selection of sample and appropriate tools.

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Evaluation

Formative evaluation based on students performance on the following tasks:

1. Review of research reports of the studies of different types of research studies by students with regard to definition of problem, selection of tools and sample.

2. Seminar and group discussion on merits annd limitations of various approaches of research in education.

3. Summative evaluation using essay type, short answer and objective type items.

4. Selection of problems and their planning of research design using various approaches.

Suggested Basic Readings

1. Best, W.J. (1983), Research in Education, New Delhi: Prentice Hall of India (P) Ltd., pp. 55-149.

2. Van Dalen, D.B. (1973), Understanding Educational Research, New York: McGraw Hill Book Co., pp.176-241.

3. Good, C.V., Barr, A.S. & Douglas, E. Scates (1941), Methodology of Educational Research, New York; Appleton Century Cogts, Inc.

4. Koul, Lokesh (1984) Methodology of Educational Research, New Delhi: Vikas Publishing pp. 377-475.

5. Varma, M. (1965), An Introduction to Educational and Psychological Research, New Delhi: Asia Publising House.

6. Kerlinger, Fred N. (1978) Foundations of Behaviour Research New York: Holt, Rinehart Winston.

Suggested Further Readings

1. Pal, S.K. and Sexana, P.C. (1985) Quality Control in Educational Research, New Delhi: Metropolitan.

2. Gage, N.L. (Ed.) (1966) Handbook of Research on Teaching Chicago: Rand McNally and Co.,

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UNIT - VII ANALYSIS OF DATA

Content Specification

This unit deals with various data analysis techniques and methods. The intensive instruction of the unit spread over 25 hours will include the following concepts along with their application in the analysis of data of qualitative and quantitative nature:

a. Qualitative Analysis: Sources of data; criticism of data; content analysis.

b. Quantitative Analysis: Descriptive Statistics: Orgnization and tabulation of data: graphical representation of data; measures of central tendency; measures of variability; probability distributions; measures of relative positions; measures of relationships; Inferential statistics; Parametric and non-parametric statistics.

c. Elementary ideas about the use of computer in data analysis.

Module 7.1: Source of Data

Objectives:

On completion of the module, the students will be able to:

a. Explain the nature of historical data.

b. Name two main sources of historical data: Primary data and Secondary data.

c. Distinguish primary sources of data from secondary sources.

d. Name some primary sources of data including primary sources of educational data.

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e. Name some secondary sources of data including educational data.

Module 7.2: Criticism of Data

Objectives:

On completion of the module, the students will be able to:

a. Explain the concept of historical criticism.

b. Name the two types of historical criticisms: External and Internal.

c. Explain the nature of external criticism.

d. Illustrate the concept of external criticism.

e. Explain the nature of Internal criticism.

f. Illustrate the concept of Internal Criticism.

Module 7.3: Content Analysis

Objectives:

After the completion of the module, the students will be able to:

a. Explain the meaning and nature of Content Analysis.

b. Give some examples of Content Analysis.

c. Name the various types of Content Analysis.

d. Name and iullustrate the steps of content analysis in terms of:

i. defining the unit of analysis;
ii. direction and intensity;
iii. sampling; and
iv. recording various aspects of information.

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Module 7.4: Descriptive and Inferential Statistics

Objectives:

After the completion of the module, the students will be able to:

a. Define descriptive statistics
b. Illustrate the concept of descriptive statistics
c. Name the measures of descritpive statistics
d. Define inferential statistics
e. Illustrate the concept of inferential statistics.

Module 7.5: Organisation and Tabulation of Data

Objectives:

After the completion of the module, the students will be able to:

a. Explain and illustrate the nature of data with respect to: (i) Nominal; (ii) ordinal; (iii) interval; and Ratio scales of measurement.
b. Give example of data involving nominal, ordinal, interval and ratio scales of measurement.
c. Tabulate a given data into a frequency distribution.
d. Illustrate the methods of expressing the class intervals with the help of an example.

Module 7.6: Graphical Representation of Data

Objectives:

After the completion of the module, the students will be able to:

a. Compute cumulative frequencies and cumulative frequency percents for a given frequency distribution.
b. Name the following five important methods of representing a data graphically: (i) Histogram; (ii) Frequency Polygon; (iii) Ogive; (iv) Pie diagram; and (v) Bar Diagram.

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c. Construct the: (i) Histogram; (ii) Frequency Polygon; (iii) Ogive; (iv) Pie diagram; and (v) Bar Diagram for a given distribution.
d. Illustrate the use of (i) histogram; (ii) Frequency polygon; (iii) Ogive; (iv) Pie diagram; and (v) Bar Diagram.

Instructional Strategies

1. The students will be asked to compute comulative frequencies and cumulative frequency percents of a given frequency distribution.

2. Using the concepts of cumulative frequencies and cumulative frequency percents, the construction of histogram; frequency polygon and ogive will be demonstrated and the students will be asked to prepare all these diagrams using graph paper etc.

3. After demonstrating the construction of Bar Diagram and Pie Diagram the students will also be asked to prepare such diagrams.

4. The use of histogram, frequency polygon, Ogive, pie diagram and Bar diagram will be illustrated with the help of suitable examples.

Module 7.7 Measures of Central Tendency

Objectives:

After the completion of module students will be able to:

a. Explain the concept of central tendency

b. Name the three measures of central tendency; i.e. Mean, Median and Mode.

c. Define Mean, Median and Mode.

d. Compute Mean, Median and Mode of an ungrouped and grouped data.

e. Illustrate the uses of Mean, Median and Mode by using suitable examples.

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f. Select the appropriate measure of central tendency keeping in view the nature of the data.

Module 7.8: Measures of Variability

Objectives:

After the completion of the module, the students will be able to:

a. Explain the concept of variability

b. Name the five measures of variability i.e. Range, Quartile Deviation, Average Deviation, Variance and Standard Deviation.

c. Define Range, Quartile deviation, Average Deviation, Variance and Standard Deviation.

d. Compute Range, Quartile Deviation, Average Deviation, Variance and Standard Deviation from an ungrouped and grouped data.

e. Illustrate the uses of Range, Quartile Deviation, Average Deviation, Variance and Standard Deviation by using suitable examples.

f. Select the appropriate measure of variability keeping in view the nature of data.

Module 7.9: Measures of Relative Positions

Objectives:

After the completion of the module the students will be able to:

a. Explain the concept of relative positions

b. Name the three measures of relative positions percentile, percentile rank and standard score.

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c. Define percentile, percentile rank and standard scores

d. Read percentile and percentile rank from the graphical presentation of the data.

e. Compute percentile, percentile rank and standard scores.

f. Illustrate the use of percentile, percentile rank and standard scores.

Module 7.10: Probability Distributions

Objectives:

After the completion of module the students will be able to:

a. Explain and illustrate the concept of probability

b. Explain and illustrate the concept of Binomial distribution.

c. Describe the characteristics of Binomial distribution

d. Explain and illustrate the concept of Normal distribution.

e. Describe the characteristics of Normal distribution

f. Use the Normal Table

g. Describe the applications of Normal distribution

h. Explain and illustrate the concept of t-distribution.

i. Use of t-table

j. Explain and illustrate the concept of degrees of freedom

k. Explain the concept of Kurtosis and Skewness

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l. Describe the use of Kurtosis and Skewness

m. Compute Kurtosis and Skewness of a given distribution.

Module 7.11: Measures of Relationships

Objectives:

After the completion of the module, the students will be able to:

a. Explain the concept of correlation.

b. Describe the uses of correlation.

c. Name the two measures of correlation, viz., Rank difference Method and Product Moment Method.

d. Describe the assumptions and uses of Product Moment Correlation.

e. Compute the Product Moment Correlation for an ungrouped data and a grouped data and interpret the result.

f. Describe the assumptions and uses of Rank Difference Correlation.

g. Compute the Rank Difference correlation and interpret the result.

h. Explain the concept of regression.

i. Frame the Regression Equations.

j. Describe the uses of Regression Equations.

k. Make predictions with the help of Regression Equations and estimate the accuracy of these predictions.

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Module 7.12: Inferential Statistics

Objectives:

After the completion of the module the students will be able to:

a. Define Parameter

b. Define Statistics

c. Distinguish parameter from Statistics.

d. Name and describe the assumptions on which the use of parametric tests are based.

e. Explain and illustrate the concept of sampling distribution of statistics, with special reference to Mean, Standard Deviation and Product Moment Correlation.

f. Define standard error of Mean, Standard Deviation and Product Moment Correlation.

g. Explain and illustrate the concept of Null Hypothesis.

h. define the confidence intervals and levels of confidence.

i. Compute .95 and .99 confidence intervals for the true Mean from the:
   (a) large sample means, and
   (b) small sample mean.

j. Concept of Fisher Z.

k. Compute .95 and .99 confidence intervals for:
   (a) Product moment correlation
   (b) Standard deviation

l. Explain and illustrate the concept of test of significance.

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m. Explain and illustrate the concept of :
   (a) One-tailed test and
   (b) two-tailed test.

n. Test the significance of the difference between the means of two independent large samples involving:
   (a) one-tailed test and
   (b) two-tailed test.

o. Test the significance of the difference between means of two independent small samples involving:
   (a) one-tailed test and
   (b) two-tailed test.

p. Test the significance of the difference between means of two dependent large samples.

q. Test the significance of the difference between means of two dependent small samples.

r. Explain and illustrate the concept of :
   (a) Type I and
   (b) Type II errors.

s. Test the significance of the difference between Pearson's Product Moment Correlations.

t. Test the significance of the difference between Standard Deviations.

u. Explain the concept of Analysis of variance and co-variance.

v. Name and describe the assumptions and uses of analysis of variance.

w. Illustrate the use of analysis of variance and co-variance by suitable examples (one way only).

x. Name and describe the assumptions on which the use of non-parametric tests are based.

y. Describe the concept and use of chi-square test.

z. Illustrate the use of Chi-square test by suitable examples.

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a. Explain the concept and use of Sign Test

b. Illustrate the use of Sign Test by suitable examples.

c. Explain the concept and use of Median Test

d. Illustrate the use of Median Test by suitable examples

e. Name and describe some modern computational aids which are used in performing complex computations with speed and accuracy.

f. State what is meant by 'language' of the computer.

g. Name and describe briefly the various elements of a computer system.

Instructional Strategies

a. Lecture followed by discussion

b. Practical orientation involving selection of appropriate data analysis techniques.

c. Problems in computation of various statistical measures

d. Tutorials, Seminar, Panel discussions and symposiums.

e. Visit to a Computer Centre.

Evaluation

1. Formative evaluation involving unit tests, quiz, and unannounced tests.

2. Assignments.

3. Summative evaluation based on objectives and short answer tests including evaluation of computation skills

Suggested Basic Readings

1. Barr, A.S., Robert, A. Davis, and Palmer, O. Johnson (1953) Educational Research and Appraisal, Chicago: J.B. Lippincott.

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2. Best, W.John (1977) Research in Education. New Delhi: Prentice-Hall of India Pvt. Ltd., pp.344-346.

3. Good, Carter V., A.S.Barr and Douglas E. Scates (1941) Methodology of Educational Research. New York: Appleton - Century Crofts, Inc. pp.243-463.

4. Van Dalen, Deobold B. (1973) Understanding Educational Research. New York: Mc Graw Hill Book Co., pp.177-180.

5. Mouley G.J. (1963) The Science of Educational Research New Delhi: Eurasia Publishing House Pvt. Ltd., pp.208-210.

6. Tuckman B.W.(1972) Conducting Educational Research New York: Harcourt.

7. Good, Carter V. (1966). Essentials of Educational Research: Methodology and Design. New York: Appleton-Century Crofts pp.173-175.

8. Sukhia S.P.,P.V.Mehrotra and R.N.Mehrotra (1966) Elements of Educational Research. New Delhi: Allied Publishers Pvt.Ltd.

9. Stevens, S.S. (1951) Handbook of Experimental Psychology New York: John Wiley.

10. Nunnally J.C. Psychometric Theory New Delhi: Tata Mc Graw Hill Publishing Ltd. pp.14-20.

11. Koul, Lokesh (1984) Methodology of Educational Research New Delhi: Vikas Publishing House, pp.197-335.

12. Varma, M. (1965) An Introduction to Educational and Psychological Research. New Delhi: Asia Publishing House.

13. Guilford, J.P. (1967) Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill Book Co., pp.11-227.

14. Traver, R.M.W. (1978) An Introduction to Educational Research New York: Mc Millan.

Suggested Further readings

1. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.

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2. Hopkins K.D. and Gene V. Glass (1978) Basic Statistics for the Behavioural Sciences Englewoos Cliffs, N.J: Prentice Hall, 1978.

3. Edwards, Allen (1973) Statistical Methods. New York: Holt Rinehart and Winston.

4. Fless, Gene V. and J.C. Stanley (1970). Statistical Methods in Education and Psychology. New Jersey: Prentice Hall

5. Popham, W.James (1973) Educational Statistics: Use and Interpretation. New York: Harper and Row.

6. Siegel, Sidney (1956). Non-Parametric Statistics for the Behavioural Science. New York: Mc Graw Hill.

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Unit-VIII INTERPRETATION OF RESULTS OF ANALYSIS

Content Specification

This unit deals with the development of competence and skill to interpret the results of a research study in the light of its objectives, hypotheses, limitations of tools and data, unstudied factors, intervening variables, and earlier findings relating to the problem. The instruction spread over 5 hours will also include discussion on collating results obtained through different techniques of analysis.

Objectives:

After the completion of the unit the students will be able to make interpretations of the results of research studies in terms of their:

a. Objectives

b. Hypotheses (if any)

c. Limitations of tools

d. Limitations of data

e. Earlier research findings

f. Unstudied factors

g. Intervening variables

h. Collating results obtained through different techniques of analysis.

Instructional Strategies

a. Lecture

b. Discussion

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c. Practical orientation by making interpretations of the results/findings of various types of research studies keeping in view their objectives, hypotheses, limitations of tools and data, earlier findings etc.

d. Preparation and presentation of papers based on the interpretations of results/findings of research studies by the students in seminars.

Evaluation

a. Formative evaluation based on ratings of papers, prepared and presented by the students in the Seminars, on the interpretation of the results/findings of a research study.

b. Summative evaluation of the unit based on objective tests and short answer tests.

Suggested Basic Readings

1. Van Dalen, D.B.(1973) Understanding Educational Research, New York: Mc Graw Hill Book, pp.177-180.

2. Koul, Lokesh, (1984) Methodology of Educational Research. Vikas Publishing, pp.182-194.

3. Travers, R.M.W. (1978) An Introduction to Educational Research New York: Macmillan.

Suggested Further Readings

1. Best, W.John (1977) Research In Education, New Delhi: Prentice Hall.

2. Gage, M.L.(Ed.) (1963) Handbook of Research on Teaching, Chicago: Rand Mc Nelly & Co.

3. Travers, R.N.W.(Ed.) (1973) Handbook of Research on Teaching, Chicago: Rand Mc Nelly & Co.

4. Varma, N (1965) An Introduction to Educational and Psychological Research, New Delhi: Asia Publishing House.

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Unit IX GENERALISATION OF RESULTS

Content Specification

This unit is confined to drawing of generalizations on the basis of the results of a research study. The intensive instruction of this unit spread over five hours will also specify the need and justification for drawing generalizations and for suggesting their implications for researchers and practitioners.

Objectives

After the completion of the unit the students will be able to:

a. Specify need and justification for drawing generalizations.

b. Specify bases for drawing generalizations.

c. Draw generalizations on the basis of the results/ findings of research studies.

d. Suggest implications of the generalised results of a research problem for researchers and practitioners.

Instructional Strategies

a. Lecture

b. Discussion

c. Practical orientation by paper readings in seminars. The papers will be prepared by the students on the basis of the generalization of results and findings of various types of research studies.

d. Tutorials.

Evaluation

a. Formative evaluation in terms of ratings of the papers prepared and presented in the seminars and group discussion.

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b. Summative evaluation involving the use of objective, short-answer tests and oral tests.

Suggested Basic Readings

1. Good, Carter V., A.S.Barr and Dougles E. Scates (1941) Methodology of Educational Research, New York: Appleton Century Crafts. pp.243-463.

2. Mouley, G.J.(1963) The Science of Educational Research New Delhi: Eurasia Publishing House Pvt. Ltd. pp.208-230.

3. Sukhia, S.P., P.V.Mehrotra and R.N.Mehrotra (1966) Elements of Educational Research, New Delhi: Allied Publishers.

4. Koul, Lokesh (1984) Methodology of Educational Research Vikas Publishers.

Suggested Further Readings

1. Best, W.John (1977) Research in Education. New Delhi: Prentice Hall.

2. Travers R.M.V.(1978) An Introduction to Educational Research New York: Macmillan.

3. Tuckman, B.W. (1972) Conducting Educational Research, New York; Harcourt.

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Unit X PREPARATION OF RESEARCH DOCUMENTS

Content Specification

This unit deals with the development of the skills and competence in the preparation of various research documents. The intensive instruction spread over seven hours will also include the discussion about the nature and use of various types of research documents, viz., research proposal, dissertation, thesis, abstract, monograph, and research article and summary.

Objectives

After the completion of the unit the students will be able to:

a. Name various types of research documents.

b. Describe the nature and scope of a research proposal.

c. Prepare a research proposal.

d. Classify research reports in terms of thesis, dissertation, monograph, summary, abstract and article and develop competence for writing such reports.

e. Write the report of a research study.

f. Specify need for reporting of research studies for researchers and practitioners.

Instructional Strategies

a. Lecture

b. Discussion

c. Scrutiny of research proposals and research reports.

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d. Practical orientation in the form of preparation of research proposal and various types of research reports and their presentation in the seminars.

Evaluation

a. Preparation of research proposal

b. Writing of the report of a research study

c. Preparation of the reviews of research proposals and research reports.

Suggested Basic Readings

1. Campbell, W.G.(1969) Form and Style in Thesis writing. Boston: Honghton Mifflin Co.

2. Dugdala, K.(1967) A Manuel on writing Research Bloomington: Indians: Indian University Book Store.

3. Dugdale, K.(1967) A Manuel of Form for Thesis and Term Papers, Bloomington, Ind: Indian University Book Store.

Suggested Further Readings

1. Turabian,Kate L.(1967) A Manuel for Writers of Term Papers, Thesis, and Dissertations, Chicago: The University of Chicago Press.

2. Best,W.J.(1977) Research in Education, New Delhi: Prentice-Hall of India Pvt. Ltd. pp.309-339.

3. Koul, Lokesh (1984) Methodology of Educational Research, New Delhi: Vikas.

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7.5 SYLLABI OF ELECTIVES
VOL. I (b)

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PERSONNEL ADMINISTRATION AND HUMAN RELATIONS IN EDUCATIONAL ADMINISTRATION

A. Objectives

1. To acquaint the students with concepts and scope of personnel administration and human relations in educational administration.

2. To acquaint them with administration of different kinds of personnel in educational institutions.

3. To develop in them understanding of group dynamics in educational institutions.

4. To develop in them insight into how leaders of educational institutions provide creative leadership to their collegues through democratic and pleasant human relations.

5. To make them aware of the problems of personnel management and human relation in educational institutions.

6. To develop in them understanding of the concept of professional growth of personnel in educational institutions.

7. To make them aware of the agencies of inservice education for personnel in educational institutions.

8. To acquaint them with the evaluation of professional growth in educational institutions.

B. Course Outline

I. Concept and Scope of Personnel Administration and Human Relations in Educational Administration.

II. Administering different types of Personnel in Educational Institutions and Organizations: Government, Managing Body, Teachers, Administrative Staff, Students.

III. Dynamics of Human Behaviour: Interpersonal Behaviour, Behavioural Norms, System Norms, Staff Norms.

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IV. Problems of Personnel Management and Human Relations in various Educational Institutions: Factors responsible for Conflicts and Maladjustment; Devices to reduce the Conflicts.

V. Professional Growth of Educational Personnel:

(a) Concept of Professional Growth of Personnel in Educational Institutions - Development of Skills, Values, Attitudes.

(b) In-service Education and Professional Growth. Agencies of Inservice Education, Role of the Leader in Professional Growth of the Personnel.

(c) Factors facilitating professional growth.

(d) Personnel Services of different agencies: professional Associations at Local, District, State and National Level at different stages of Education.

(e) Evaluation of Professional Growth: Need and Importance, Tools available.

C. Practical Work

1. A study of Behavioural Norms, System Norms, Staff Norms in few educational institutions.

2. A study of problems of Personnel Management and Human Relations in few educational Institutions.

3. A study of professional growth of personnel in educational institutions.

4. A study of the structure organization and functions of agencies giving inservice education to personnel in educational institutions.

5. A study of the organization and functions of professional association of personnel in educational institutions.

D. Some Terms and Concepts

Personnel Administration, Human Relations, Behavioural Norms, Staff Norms, System Norms, Professional Growth.

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EDUCATIONAL SUPERVISION AND EVALUATION

A. Objectives

1. To provide them a critical knowledge of supervisory skills, tasks, tools and techniques with reference to administrative, academic and non-academic activities in educational institutions.

2. To acquaint them with the nature of School Inspection and its new courses in India.

3. To develop in them knowledge and skills of evaluation and appraisal in educational institutions.

B. Course Outline

I. The concept of Educational Supervision, its Need and Importance.

II. Supervisory Practices:

i) Types of Supervisory Practices,
ii) Supervisory practices with reference to curriculum planning, implementation and evaluation.
iii) Supervisory practices, assisting teachers in classroom instruction, experiments, projects and examination.
iv) Some important research findings on supervisory practices.

III. The Supervisor: role, skills, tasks-oriented activities and his relationship with (i) State Department of Education (ii) Headmaster, (iii) Teachers, (iv) School management, (v) Community.

IV. Evaluation of the effectiveness of supervision through (i) teachers, (ii) self-evaluation.

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V. Nature of School Inspection in India:

(i) Duties and Responsibilites and workload of Inspecting Staff: (a) academic, (b) administrative
(ii) Need for better organization of the Inspection system in India: (a) Views of Committiees and Commissions, (b) Remedies suggested.

(iii) The Inspection Report: Inspection proformas, evaluation techniques, presentation of the Inspection Report and follow-up.

VI. Appraisal of Educational Institutions:

(i) The concept, nature, need and scope of Apraisal.
(ii) Objectives of Appraisal
(iii) Principles of Appraisal
(iv) Some studies on Appraisal of Educational Institutions
(v) Types of Appraisal
(vi) Guidlines for conducting Appraisal

C. Practical Work

1. A survey of supervisory practices and prolems in secondary schools.

2. Survey of Researches on the practices of supervisions

3. A review of Inspection Reports of few secondary schools

4. Appraisal of few secondary schools with reference to:

(i) General Data of the School
(ii) Building (including hostel, if any)
(iii) Examination and Results
(iv) Funds and Finance
(v) Curricular programmes.
(vi) Co-curricular Activities.

D. Some Terms and Concepts

Supervision, Appraisal of Educational Institutions.

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RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Objectives

To develop in students:

1. understanding of the concept of system approach to the management of resources effectively and efficiently in educational institutions.

2. understanding of the economic dimensions of resource management in educational institutions.

3. skill of budget preparation in educational institutions.

4. understanding of the use of tools and techniques of evaluating the process of resource management in educational institutions.

Course Outline

I. System Approach to the Management of Resources

(1) The concept of system approach

(a) Society : Resources (People, Money, Buildings, Equipments, Time, Reputation)

Expectations from educational institutions.

(b) Goals and Purposes based on values.

(c) Activities : Organize, Forecast, Plan, Allocation of Resources, Lead, Motivate, Develop People, Control, Evaluate.

(2) Interrelation among various aspects of system in educational institutions.

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(3) Organizational Management
Organizational system, Organizational Climate, Leadership behaviour, Staff morale and theories of organizational management.

(4) Supervision, Evaluation and Organizational Development (OD), Theories and Techniques of supervision, Institutional Appraisal and Evaluation, Staff Evaluation and Development.

II. Key Tasks in Resource Management

1. Resource Identification
2. Resource Utilization
3. Resource Replenishment

III. Classification of Resources and their uses:

A. 1. Real Resources: Labour, Materials, Capital, Land.

2. Abstract Resources: (a) embodied with real resources imagination, insight, skills, knowledge, foresight, motivation, power, authority. (b) disembodied with real resources: goodwill, tradition credibility.

3. other resources: time, information, finance.

B. 1. Human Resources: teachers, students, parents, ex-students, peons, clerks, trustees.

2. Physical Resources: Buildings, playground, furniture, laboratory, garden.

3. Instructional Material and Information; Curriculum, textbooks, reference books, work books.

4. Community: Informal Agencies of education, Functions and Festivals.

5. Government and other official Agencies: Directorate, Secretariate, D.E.O's Office, SIE, NCERT.

6. Financial Resources: Donations, Fees, Grants, Banks, Charitable Trusts.
(The list of Resources is not exhaustive).

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IV. Economic Dimensions of Resource Management

(1) Wants, (2) Resources, (3) Choices, (4) Resource allocation and efficiency of Resources, (5) The concept of cost - financial or budgetory cost, Non-financial or Non-budgetory cost(6)Opportunity cost - Economic or Real cost.

V. Budgetting (All Types of Resources)

1. The concept of Budget
a. Preparation of Budget
b. Form of Budget
c. Presentation and Adoption of Budget
d. Management of Budget

2. Functional Budget
(i) Planning, (ii) Choosing (iii) Controlling, (iv) Evaluation.

3. Types of Budget
(i) Subjective (Input) Budget
(ii) Objective (Output or Programme) Budget.

4. The Process of Budgetting: The steps involved in preparing each of these two types of budget.

VI. Management by objective (MBO)

1. The concept of Management by Objective
2. The principal steps in MBO
a. Setting the objectives
b. Gearing the personnel and other resources towards the achievement of the objectives
c. Orienting the persons for the achievement of objectives - training, development, motivation
d. Evaluating the progress
e. Revival of the technique from time to time.

VII. Resource Management and Its Evaluation

Tools and techniques of evaluating the process of Resource Management with respect to effectiveness and efficiency of resources.

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Practical Work

1. Study of Budget of few schools
2. Preparation of subjective, and objective Budgets
3. Review of the literature on "Resource Management in Educational Institutions".
4. Study of the problems in educational institutions through the technique of MBO.

The Important steps

a. Identification of the problem
b. Objectives
c. Present provision being made
d. Available resources useful for solving the problem
e. Gearing the resources available towards the solution of the problem
f. Evaluation of the progress
g. Results
h. Conclusion.

Some Terms and Concepts

System, Efficiency and Effectiveness of the Resources, Budgetory cost, Non-budgetory cost, Opportunity cost, Subjective Budget, Objective Budget, Management by objective.

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EDUCATIONAL PLANNING AND FINANCIAL MANAGEMENT

A. Objectives

1. To acquaint the students with the concepts, nature, principles and procedures, approaches, administration and organization of educational planning.

2. To keep them precisely informed about the educational planning in India.

3. To acquaint them with the theory and practices of finance.

4. To give them understanding of financing of education in India.

B. Course Outlines:

I. **The Concept and Nature of Educational Planning**

1) The Need and Importance of Educational Planning.
ii) The Goals of Educational Planning.
iii) Approaches to Educational Planning - (a) Social Demand Approach, (b) Manpower Approach (c) Rate of Return Approach.

II. **Administration and Organaization of Planning**

i) Administrative machinary: (a) National (b) State level (c) District level (d) Block level and (e) Institutional level.
ii) The Planning Process and Procedure.
iii) Factors influencing in determination of priorities in planning.
iv) Need-based Data for Educational Planning.

III. **Statistics:** Need for statistics in educational planning demographic statistics, economic and financial statistics, statistics on educational institutions, utilization of statistics on planning.

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IV. Educational Planning in India

i) Early Attempts
ii) Post-Independence Planning:
(a) National Development Council
(b) Planning Commission and State Planning Boards
(c) Five-Year Plans in India - Perspective Planning
(d) Appraisal of Five Year Plans in India - looking Ahead.

V. Educational Finance

i) Importance of Financing of Education
ii) Role of Government - Central, State, Local
iii) Educational Expenditure - Developmental and Maintenance-National
iv) Cost of Education and Expenditure on Education
v) The Determinants of Expenditure on Education
vi) Thoery and Practice of Financing Education:
(a) Planning, (b) Budgetting, (c) Control of Funds.

VI. Financing of Education in India—

i) Expenditure of Public Education in India
ii) Sources of Finance
iii) Grants-in-Aid Policies in Indian States
iv) Principles of Financing Education - Equity, Equality, Convenience etc.

VII. Institutions of Planning: Concept, Importance, Principles and Process.

C. Practical Work

1. Critical account of Educational Planning in India
2. A paper on Sources of Financing Education with Special reference to India.
3. A paper on Grants-in-Aid Policy in India.

D. Some Terms and Concepts

Cost of Education, Educational Expenditure, Grants-in-Aid Policy.

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MANAGING CHANGE IN EDUCATION

Objectives

1. To enable the students to understand the concept of change and its process in educational institutions.

2. To help the students to understand the way of planning strategies and implementing models to bring change in educational institutions.

3. To make the students to be aware of various approaches to change in educational institutions.

4. To make the students to be aware of the factors affecting and resistance to change in educational institutions.

5. To help the students to know various techniques for managing change in educational institutions.

6. To enable the students to understand the role of school as an agent of educational change.

Course Outline

Unit - I : Managing Change

Understanding the concept of change:

a. The chainging world as perspective: Planned change, Efforts for change, Communication and change, and Education and change.

b. The need towards change: Population growth, Technological and Scientific Development, Educational Growth, and Difusion of knowledge.

c. The scope for change.

d. The systems process for change.

e. The factors affecting the process of change or causes for the slow change in educational institutions: Input, Output and other factors.

f. Theories of change: Talcott Parsons, and Barrington Moore.

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Unit - II: Planning, Strategies and Approaches to change.

The planning for change:

a. The concept, objectives and typology of planned change process.

b. General conditions for a socio-psychological process of change in the enterprise.

c. Planning for change.

Organisational change strategies:

Pilot project, Cadre training, Manipulation of the environment, and Controlling and changing the content.

Approaches to Change:

Overview of basic approaches,Need based,value oriented, people and task-focussed approaches.

Unit - III: Facilitating Changing:

Types of Change:

Physical Change: Tools, machines, equipments, methods, and structure (formal and informal). Other changes (Personnel): Substitution, alterations, additions, restructuring, and elimination of old behavioural patterns and reinforcing of old behaviour.

Degrees of Change: Encumbered and Unencumbered.

Facilitating Change:

a. The organisational change capability
b. The Research and Development (R&D), The social Interaction and the problem-solving models.
c. The distinguishing features of the process models for change: stress, Planning, Personnel and Dissemination media.

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Unit - IV: The System Effect on Change;

The changes to be brought in:
Leadership, Supervision, Goals, Traditions, Incentives, Planning process, and Clients need.

The stages of change process:

Awareness, Interest, Conviction/shaping, Evaluation, Trial, Acceptance, and Adoption (Rogers, Ryan and Gross).

Unit - V: The process of Managing Change:

Steps to be followed:
Association, Involvement, Relationship Commitment, and Action.

Change Proneness:
Early maturity Late maturity, Early Adopters, Late Adopters and Laggards.

Unit - VI: Factors Affecting and Inhibiting Change:

Factors Affecting Change:

Maturity, Training, stability, Security, Interest, Independence, Age and outbreeding, Consonnance,personnel, Restoring understanding, Facilitating adjustment and change, Persistance, and change.

Factors inhibiting change:

Nature of resistance, Conditions conducive to resistance, Decreasing resistance, Dissonance of personnel & Dissonance reducing devices.

Unit - VII : School as an Agent of Educational Change:

Achieving Change in People:

a. Application of group dynamic theory
b. The group as a target and as a medium of change
c. The role, competence and performance of change Agents (Leaders, teachers,pupils,parents and community) involves;

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Develop need for change; Estabilish a change relationship; Diagnose the problem; Create interest to change in the client; Translate intent into action; Stabilize change and prevent discontinuances;Achieve a terminal relationship and Helping other people to change.

d. Researches about change agents.

Organisation as a change agent.

a. Studying and creating change as a means to understand social organisation.
b. Growth and changefulness as a symptom of a healthy organization/system maintenance and system renewal.
c. Envisaging change for future organisation.

Some of the Innovations in Educational Scene:

Semester system, 10+2+3 pattern, Non-formal Education, Adult Education, and Autonomy to Institutions.

Practical Work

1. Case studies of change orientied educational institutions.

2. A case study of the stages of change processed in Educational Institutions.

3. A survey of the factors affecting and inhibiting change in Educational Institutions.

4. Preparation of an observation schedule to find out some barriers to change in Educational Institutions.

5. Preparation of a term paper on the role of change agents in Educational Institutions.

6. A survey of the success and failures of some of the innovative ideas in Educational Institutions.

Terms and Concepts

Innovation and change, Systems process, Diffusion, Typology, Enterprise, Strategies, Cadre Training, Encumbered, Unencumbered, Substitution, Adoption, Consonance, Dissonance, Conducive, Change Proneness, Change Agents, Discontinuances, System renewal, System maintenance, and Autonomy.

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ORGANIZATIONAL MANAGEMENT AND CHANGE IN EDUCATIONAL INSTITUTIONS.

BASIC ELEMENTS OF ORGANIZATIONAL MANAGEMENT

Objectives

1. To provide the students basic knowledge of the organizational management of educational institutions.
2. To acquaint them with different concepts, principles and functions of Management.
3. To acquaint them with development of Management Thought.

Course Outline

I. Basic concepts of organizational management.

1. Meaning, scope and importance of organizational management.
2. Concepts of administration, organization, management, efficacy and efficiency, production-oriented and human-oriented management.

Concept of Educational Administration in Historical Perspective.

Growth and Development of Thoughts on Educational Administration.

II. Theories of Administration and their application in the field of Educational administration:

(a) Theories of Getting Things Done,
(b) Theories of Decision Making,
(c) Theories of Working with Groups of People.

(a) Theories of Getting Things Done:

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1. Theoretical contributions of Fayol, Gulickyrwick and others to process of administration.
2. The Task Theory of Educational Administration by Haskew.
3. The Competency concept of Graff and Street.

(b) Theories of Decision Making:

1. Theory for the study of Administrative Behaviour by Halpin
2. System Theory by Griffiths

(c) Theories of Working with Groups of People

1. Mort's Theory of Balanced Judgement
2. Getzel's Theory of Conflicts
3. Theory of Orgaizational Society by Presthus
4. Barnard-Simon Theory of Organizational Equilibrium

III. Aspects of Educational Administration

1. Planning, (2) Supervision (3) finance, (4) organizzation, (5) Extension, (6) Professional Growth (7) Communication (8) Innovations and Changes (9) Evaluation.

IV. Theories of Organizational Management

1. The Conventional View - "Theory X".
2. A New Theory of Management - "Theory Y" of Douglas Megregor
3. Management by control and Management by Objectives: by Peter Drucker
4. Initiation and consideration structure of Leadership Behaviour.

V. Growth of organizational management (Development of Management Thought)

1. Important stages in present Management Thought

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important stages such as quantitative approach, scientific management, Human Relations, Behavioural Science.

2. Models - Basic Normative model, Full Normative Models, simple Descriptive Model.

VI. Principles and Functions of Organizational Management.

1. Principles of Policy Making, Principles of Improvement and Adjustment, Relationship of Task and Acccomplishment, Individual Effectiveness, Planning, Controlling, Co-operation.

2. Functions: Planning, Policy formulation, decision-making, organisation, controlling, communication, direction, motivation, co-ordination, evaluation, etc.

VII. Recent Trends in Organizational Management

1. Trends in Leadership styles
2. Trends in Organizational Renewal
3. Trends in Organizational Evaluation

C. Practical Work

1. A study of one of the theories of Educational Administration
2. A study of aspects of Educatioal Administration
3. An Educational Administrative set up in India
4. Review of Researches in Educational Administration.
5. Application of a tool or tools for understanding of theoretical significance in Educational Admistration.

D. Some Terms and Concepts

Concepts of change and Innovation-giving, Decision-making Organizational Health, Institutional Evaluation, Organizational Equilibrium.

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ECONOMICS OF EDUCATION

Objectives

1. To acquaint the student with the Economic involvements of education

2. To provide for theory relating to the basic concept of Economics of education

3. To acquaint the student with the concept that education is a major determinant of economic development

4. To make the student aware of the productivity of education in economic development.

5. To introduce the student to broad trends in research in the field.

Course outlines

1. Scope and status of Economics of Education.

Definition of terms - education as utility - education as want - education as capital etc. Contribution of physiocrats, mercantalists, classical - neo-classical and modern economists - Keynesian theory and later developments - consequent contributions.

2. Human Resource Development (HRD)

The concept of human capital - its relation to other forms of capital and factors of production - Need for Manpower planning content of work - Manpower recession and unemployment, various forms unemployment - disguised unemployment - structural unemployment etc. Causes of Brain drain.

HRD and educational obsolescene

3. Education and Economic Growth

Theoretical considerations education as a pre-requisite - as an accelerator - accelerator theory - correlates of education and economic growth - Education as consumption - Education as investment - Investment component and their effective utilization - problems and prospects - Research in India and abroad.

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4. (a) Productivity of Education

Dual approach - Process approach - Productivity of Educational system - Learning for productivity - Objectives - Development of instructional strategies for productivity - Gandhian concept - Basic education, work experience - SUPW, Non-formal, Technical, Vocational and Agricultural education etc. Efficiency of educational system - internal and external.

Product approach - Productivity - Direct, income, manpower, technical know-how, economics of scale.

(b) Resources and Returns to education

Resources for education - social and household - Cost components - Direct cost, indirect cost, unit cost, private cost, social cost, opportunity cost etc. Resource constraints - Resource mobilisation Benefits of education - Need for institutional evaluation.

5. Cost - Benefit Analysis in Education

Definition - Purpose - Problems - Alpha factor - Unemployment factor - calculation of unit costs of education and their use, Age-education-earnings profiles - modifications, Assessment of discounted cash-flow. Calculation of rates of return on investment in education - social, private, marginal and benefit cost ratio - internal rate of return - Interpretation and evaluation of rates of return on investment in education - Theoretical criticisms to cost-benefit analysis in education.

6. Measuring the contribution of education to economic growth.

Approaches other than cost-benefit analysis - Correlation approach, residual approach, manpower forecasting approach wage - differential approach etc.

7. Education, Equity and Income Distribution

Educational equity measures - the equal opportunity criterion, the cost-benefit criterion and ability to pay criterion. Education as a determinant of income variance - Relative contribution of different levels of education. Tools to assess equity andincome distribution - The Gini coefficient, the Lorenz Curve.

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EDUCATIONAL AND VOCATIONAL GUIDANCE

Course objectives

1. To develop in students the understanding of nature and concept of guidance, its relation with education and curriculum.

2. To acquaint them with procedures and techniques of school guidance services.

3. To acquaint the students, scope and activities of educational guidance.

4. To enable them to understand nature, scope and activities of vocational guidance.

5. To enable them to understand nature and scope of personal guidance.

6. To acquaint students with role and function of various agencies of guidance in the country.

Course Content

Unit 1: Principles of Guidance:

- Nature, purpose and scope of guidance
- Need for guidance
- Education and guidance
- Guidance and curriculum
- Guidance and classroom learning
- Guidance and community resources

Unit 2: Guidance Techniques and Procedures

- Essential features of the guidance programme
- Principles of organising guidance services
- School guidance services - Various types
- Counselling - Its principles, approaches, process and techniques
- Group guidance and its techniqes
- Testing and non-testing techniques
- Evaluation of guidance programme

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Unit 3: Vocational Guidance

- Nature and scope of vocational guidance
- Vocational choice as a development process
- Factors affecting vocational choice
- Place of occupational information in guidance
- Occupational Orientation of students group and individual methods
- Employment trends and vocatioal guidance

Unit 4: Educational Guidance

- Nature of educational guidance
- Types of student's problems which need educational guidance
- Curricular choice and its implications for career guidance
- Role of psychological tests

Unit 5: Nature of personal guidance

- Types of behavioural problems of students at school stage
- Varities of adjustive behaviours
- Place of counselling in personal guidance
- Guidance of special groups - gifted, retarded, handicapped, educationally backward and underachievers.

Unit 6: Agencies of Guidances

- National level agencies - NCERT, DG & ET
- State level - Guidance Bureaus, SCERT/SIE's
- Employment Exchanges

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PRINCIPLES AND PROCEDURES OF GUIDANCE

Objectives:

1. to assist the student to develop an adequate viewpoint of guidance.
2. to understand the principles and concepts of guidance
3. to develop in him an understanding of various procedures to be used in school guidance work

Course Content

1. Introduction: Nature, purpose and scope of guidance, need for guidance, education and guidance.
2. Group Guidance: Nature and importance of group guidance techniques of group guidance, concept of group counselling.
3. Guidance and Curriculum: Recent changes in the school curriculum and the need for guidance, guidance and classroom learning, guidance role in school discipline.
4. Guidance and Community Resources: Role of community in guidance services, co-operative working relationships with community resources.
5. Evaluation: Evaluation of guidance programme to determine whether the objectives of guidance programme are being fulfilled, evaluation as a necessary feature of the programme.
6. Guidance of Special Groups: Counsellor's special responsibilities towards such groups as the gifted, the retarded, the handicapped and the under-achievers on one hand and the girls and educationally backward minority communities on the other.

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ORGANISATION OF GUIDANCE SERVICES

Objectives

1. To acquaint the student with the aims and principles of the school guidance programme.

2. To help him understand the techniques of organisation of guidance services.

3. To acquaint him with organisational framework for various guidance services in a school.

Course content

1. Essential Features of Guidance Programme: The main service of the guidance programme - orientation service, individual inventory service, occupational information service, counselling service and placement service.

2. Principles of organising guidance services: The organisational pattern, factors to be considered in establishing and maintaining guidance services - physical facilities, time, equipment, finance, out of school resources, type of programme to be intoduced, the responsibility of various staff members and ways and means of publishing the programme, role of principals and teachers in making guidance programme a success.

3. Research and Evaluation: Research studies and evaluation of guidance services; follow up of the student teachers as they leave the school.

4. Community Resources: Community support for guidance programme, co-operative working relationships with community resources.

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CAREER DEVELOPMENT AND VOCATIONAL GUIDANCE

Objectives

1. To develop in the students understanding of the nature and importance of work in man's life.
2. To develop in him the understanding of the nature of career development and its determinants with particular reference to India.
3. To provide the student a theoretical background for vocational/career guidance.

Course content

1. Nature of work: Why people work; work influence worker's way of life.
2. Factors Effecting Vocational Development: Persons differ in many ways - sex, age, physical characteristics and health, abilities, achievement, interest, attitudes and personality; persons differ in their background and present environment - socio-economic status of family, cultural background and economic conditions prevailing at the time, occupations differ in the characteristics required for success and satisfaction, these factors with influence of one's vocational development including choice of a career.
3. Approaches to Career Guidance: Trait and factor approach in vocational guidance; life pattern theory, Roe's theory of life stages and Holland's personality types; Super's developmental theory as implementation of the self-concept.
4. Vocational Choice as a development process: Choice of one's occupation is a continuous process of development, exploration of world of work by adolescents.
5. Vocational success and vocational adjustments: Success in an occupation as judged by external criteria is not necessarily the same as vocational adjustment, concept of vocational adjustment.
6. Nature of Vocational Guidance: Helping individual in his personal development.

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COUNSELLING: THEORY AND PROCESS

Objectives

1. To help the student to understand the concept of counselling.
2. To gain critical insights into use of the process and technique of counselling pupils.
3. To understand the characteristics of an effective counsellor and how to evaluate counselling.

Course Content

1. What is counselling?: Concept and nature of counselling: counselling for self-understanding and self-realisation.
2. Principle of Counselling: As advice-giving: produce changes in individual to enable him to make wise decisions; change in attitude and action; emotional as well as intellectual; face to face relationship.
3. Counselling Approaches: Process and techniques: types-Directive, Non-directive, Eclective counselling; technique should vary to suit the client and his particular problem.
4. Process of Eclective Counselling: Intake interview, referal to other agency, rapport formation, enhance client's self-understanding, closing phase, follow-up contacts.
5. The Effective Counsellor: Attitude of acceptance and understanding skills of communication and adherence to a code of ethics characterize the effective counsellor.
6. Evaluation of Counsellor: It comprises what counsellor can do and cannot do;types of evaluation - survey of opinion of receipients of the service and research studies.

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MEASUREMENT AND TESTING IN GUIDANCE

Objectives

1. To help the student to develop an understanding of the nature of psychological measurement and underlying principles.
2. To acquaint him with the tools and techniques of psychological measruement and their nature and limitations.
3. To develop skills in the use of psychological tests and other measurement techniques in guidance.

Course Content

1. Introduction: Nature of measurement in social sciences; psychological measurement - Its place in guidance.
2. Psychological Tests; Tests as tools for individual assessment; their use in classification, selection and individual guidance.
3. Developing Psychological Tests: Characteristics of good psychological tests - reliability, validity and norms; tests for use in guidance programme - their administration and scoring; interpretation of test scores; communication of test results.
4. Measurement of Scholastic Achievement: Measurement of metal ability, study habits, profiles and scattergrams as aids for improving performance.
5. Tests of differential aptitude and special ability : Specific aptitude and their measurement;individual's interest - significance in vocational and educational guidance.
6. Personality measures: their relevance for guidance; various methods of personality assessment - questionnaires, inventories, interview, projective techniques, observation, anecdotal records, rating by peers and teachers, case study method, autobiographies and sociometric techniques.

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ADULT EDUCATION

Objectives:

To make the students to:

1. understand the basic concepts in Adult Education
2. understand the developments taken place in the field of Adult Education in India and in some other countries
3. understand the appropriate methods of teaching adults
4. understand the major problems confronting Adult Education in India
5. obtain the skills to organise adult education centre
6. appreciate the efforts of different agencies in conducting adult education programmes
7. use different techniques of evaluation in Adult Education

SYLLABUS

Unit 1

Concept, need, importance, objectives, scope and types of adult education. Distinction between (1) formal, informal and non-formal education (2) social education and adult education (3) traditional literacy and functional literacy.

Unit 2

Brief outline of the historical development and progress of Adult Education in countries - USSR, Australia, Denmark, Cuba and India.

Unit 3

Concepts, need, importance, organisation and progress of continuing education in India.

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Unit 4

The need and philosophy behind the organisation of correspondence courses, out-of-school education, extension education, life-long education, recurrent education, open universities in the world and in India.

Unit 5

UNESCO experiments with literacy - different approaches of functional literacy, magnitude of literacy in India and the states - follow-up activities for neo-literates.

Unit 6

Psychology of adults - Their needs and problems - How their Psychology differs from the children - How to motivate adults and sustain their interest.

Unit 7

Principles and Methods of teaching adults

a) Methods of Adult Education - Lecture, workshop, seminar, symposium, discussion, demonstration, dramatisation, role playing etc.

b) Methods of teaching literacy - Analytic, Synthetic and elective.

c) Factors influencing the effective learning.

Unit 8

The role of mass media - Radio, T.V., films and newspapers in Adult Education.

Unit 9

Agencies and organisation

Agencies of Adult Education - Central Government, State Governments, Universities, local bodies and voluntary organisations. Different Adult Education programmes conducted by them.

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Administrative structures of adult education at the centre, state, district and block levels - Organisational problems relating to dropouts, women, lapsing into illiteracy, production of literature.

Training adult eduction functionaries.

Organising an adult education centre.

Unit 10

Evaluation: Basic principles; informal built-in evaluation and formal evaluation, formative and summative evaluation; interviews and discussion, observation, questionnaires and checklists, self reports and inventories, attitude scales and achievement tests, preference for informal and indirect methods; guidance function rather than assessment for its own sake.

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FOUNDATIONS OF ADULT EDUCATION

A. PHILOSOPHICAL FOUNDATIONS

1. Relationship of Philosophy with Education - Adult Education Definition of Education - Philosophical base for education - Adult Education.

2. Concept of Adult Education, Justification for Adult Education, Different types of Adult Education.

3. Conscientization, De-schooling, ecleticism, equality of educational opportunities - concepts and their implications to Adult Education.

4. The essential philosophic traditions of India with bearing on adult education - Ancient Indian Values and their impact on adult education - Contributions of Ram Mohan Roy - Mahatma Gandhi - Rabindranath Tagore - Sri.Vivekananda - Sri. Aurobindo and Radhakrishnan to adult education.

B. PSYCHOLOGICAL FOUNDATIONS

1. Developmental status of adults - physical abilities and motor skills - cognitive aspects of the adult learners including his intellectual skills, languages and communications - affiliation and dependency, aggression, aesthetic moral judgement.

2. Motivation - Analysis of basic social motives (self-esteem, achievement, competency, affiliation and power) their development, influence and adult behaviour - methods of motivating adults for learning.

3. Adult learning - Factors facilitating adult learning - ways in which adult learning occurs - psychology of adult learning - Personality and its social contexts - persuasive techniques in adult learning; changing/developing attitudes.

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C. SOCIOLOGICAL FOUNDATIONS

1. Social Institutions and adult education - Family, Polity, Economy and religion.

2. Groups - Types of groups - group norms - Leadership - Types of leadership - Role of leadership in adult education - social stratification - Relationship between education, occupation and class.

3. Social change - Sociological, Technological and cultural factors - Concept of culture - culture and personality - Concept of Tribal, Rural and Urban Society and its differences - process of innovation and diffusion - Role of Adult Education in bringing social change.

4. Adult Education and Social mobility.

5. Adult Education and National development - Adult illiteracy - A social problem - Relationship between literacy and development - Adult education and democracy.

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ADULT EDUCATION SYSTEMS

Unit 1: Adult education system:

Concept, importance, objectives, scope, types. Distinction between different systems (1) formal, informal and non-formal (2) social education and adult education (3) continuing education and adult education - Importance of adult education system in developed and developing countries.

Unit 2: Sub-systems of Adult Education and their mode of functions:

Adult literacy, functional literacy, workers' education, development of andragogy, production of teaching-learning materials, training of field functionaries, evaluation of adult education, correspondence courses, professional-continuing education, open university.

Unit 3: Adult education systems and their role in the following:

International organizations: UNESCO, F.A.O., UNICEF, UNDP, ASPBAE, ILO, World Education, World literacy, International Institute of Adult Literacy.

Unit 4: Adult Education Systems in USSR with special reference to:

University Extension, Agricultural extension service, Public School Adult Education, Public Library, Worker's education.

Unit 5: Adult Education systems in UK with special reference to:

Local Authority Adult Education, British Community Colleges, British University Adult Education, The Open University, The Adult Literacy Campaign.

Unit 6: Adult Education Systems in Denmark with special reference to:

General, liberal, non-vocational adult education, University extra mural departments, Residential Colleges, Folk High Schools, Domestic Science Colleges, Continuation schools.

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Unit 7: Adult Education Systems in Australia with special reference to:

The universities and adult education, The state and adult education, voluntary bodies in Australian Adult Education, Residential Adult Education, Rural Adult Education.

Unit 8: Adult Education systems in Kenya with special reference to:

Alternative programmes for unschooled youth centres, Board of Adult Education, National Christian Council of Kenya.

Unit 9: Adult Education systems in Brazil with special reference to Mobral system.

Unit 10: Adult Education systems in India with special reference to:

(a) (National) Adult Education programme - literacy, functionality and awareness.

(b) Role of the following: Ministry of Education, Directorate of Adult Education, U.G.C., NCERT, Shramik Vidyapeeths, Nehru Yuvak Kendras, university Departments of Adult Education, NSS.

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MANAGEMENT OF ADULT EDUCATION

1. Administration & Organisation of Adult Education

a. Concept and theories of administration and their application to Adult Education.

b. Decision making process in administration of Adult Education programme.

c. Human relations in administration.

d. Management technique in Adult Education Administration.

2. Administrative Structures of Adult Education

Administrative structures of Adult Education at the centre, state, district and block levels with particular reference to:

(a) Role and function
(b) Management and Supervision
(c) Finance and Budgeting
(d) Records and Reports
(e) Publicity and Public relations

3. Organisation and administration of voluntary Organisations

Indian Adult Eduction Association, New Delhi; Literacy House, Lucknow; Bombay City Social Education Committee, Bombay; Seva Mandir, Udaipur; Karnatak State Adult Education Council, Mysore; Bengal Social Service League, Calcutta; Andhra Mahila Sabha, Hyderabad.

4. Management of Different Adult Education Programmes

Non-formal education, functional literacy, correspondence courses and open university, Education programmes for women, industrial workers and youth, vidyapeeth and [illegible]mik Vidya[illegible], Education for Scheduled Castes and tribes.

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5. Planning

a. Principles, methods and techniques of planning in Adult Education.

b. Organizational, administrative and financial aspects of planning in Adult Education.

6. Adult Eduction in 5 year plans

Financial allocation for Adult Education, its adequacy, targets and achievements, reasons thereof.

7. National Policy on Education (1986)

Approaches to Adult Education, Programme of Action suggested.

8. Evaluation of Adult Education programmes

Basic principles, informal builtin evaluation and formal evaluation, formative and summative evaluation, interviews, discussion, observation, questionnaire, checklists, inventories, achievement tests. Preference to informal and indirect methods, guidance function rather than assessment for its own sake.

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METHODS & COMMUNICATION IN ADULT EDUCATION

1. Communication process in Adult Education.

(a). Definition, process and its application to Adult Education, Factors influencing effective communication - communication barriers, communication break down, measures for effective communication.

(b) Different models of communication process: communication in personal context, inter-personal communication, inter-cultural communication, fidelity of communication, feedback and control.

2. Methods and techniques of Adult Education

Individual, group and mass method - lectures, discussions, demonstrations, conference, forums, study circles, reading circles, tutorials, directed studies, simulation techniques, role playing, games, dramatisation - their use and limitations, combination possibilities.

3. Communication media

(a) Role of various communication media in adult learning.

(b) Audio-visual aids: types of classifications and the general principles underlying their use.

(c) Selection and use of the following aids in the context of adult education: chalk-boards, flash cards, flannel graphs, bulletin boards, posters, pictures, maps, charts, diagrams, puppets, exhibits, folders, flip charts, wall newspapers, banners, photographs, traditional media like harikathas and burrakathas, models, specimens, diagrams and table representations.

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(d) Exhibition: Principles of planning and designing, identifying the resources needed, visualisation.

(e) Improvised aids - concept, role, principles and methods of preparation.

(f) Mass Media - meaning; types - Radio, T.V.,Newspapers, films and their general role in adult education, Rural development programmes and mass media.

(g) Programmed learning: Material - concept, role in adult education, principles of its preparation.

(h) Multi media strategy - meaning and possibility in adult education.

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TEACHER EDUCATION

OBJECTIVES

1. to develop in the student understanding of concept, objectives and principles of teacher education

2. to acquaint the student with focal points in the development of teacher education in India with reference to its changing concept

3. to acquaint the student with existing practices regarding structure, curriculum and evaluation in teacher education at different levels

4. to enable the student to know areas of research and experimentation in teacher education

5. to acquaint the student with different agencies of teacher education in India and their roles and functions

6. to acquaint the student with the role of professional organizations of teacher educators.

7. to help the student to understand major issues and problems of teacher education

8. to enable the student to understand the need for continuing education of teachers and teacher educators

9. to enable the student to understand planning, administration and financing of teacher education.

CONTENT

Unit - 1: Concept and Objectives of Teacher Education:

- meaning, nature and concept of teacher training and teacher education

- needs of the educational system and the teacher education programme

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- need of the learner and the teacher education

- objectives of teacher education at primary, secondary and college level

Unit - 2: Focal points in the Development of Teacher Education in India:

(a) The Indigeneous efforts.

- preparation of teachers in Upanishadic, medieval, pre-British period. Monitorial system, weaknesses of the system.

(b) Modern period

- establishment of Teacher Colleges - 1856 and evolution of a new system: developoment of early Teacher's Colleges

- Government of India - Resolution of Indian Education Policy, 1904 and initial policy formation on the training of teachers

- The formative decade - Government of India resolution (1913) and widening horizon of the training programme Recommendations of Sidler Commission 1917.

- Efforts for expansion of training facilities in India in Twenties

- Abbott Wood report (1937) - Reflection on Training of teachers. New Ideas in training programmes

(c) Post-Independence Period

- the momentous forties

- planning fifties and development of new horizons in teacher education

- expanding sixties and seventies

- National Policies on Education (1969, 1986)

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Unit - 3: Structure and Curriculum of Teacher Education at Different Levels:

- structure of teacher education - levels and types - two year undergraduate, one year post-graduate and four year integrated.
- Saliennt Characteristics of teacher education - relevance, flexibility, integration and inter - disciplinnary.
- nature and concepts of teacher education curriculum at primary, secondary and college level
- pedagogical theory
- methodology of teaching school subjects
- practice teaching/internship
- other practical work
- Socially Useful Productive Work (SUPW) and working with community
- NCTE teacher education curriculum - A Frame work.

Unit - 4: Research and Innovation in Teacher Education:

- nature and scope of research in teacher education in India
- areas of research in teacher education
- problems of research in teacher education
- trends in research in teacher education
- innovative practices at secondary and elementary teacher education level
- innovations in teacher education at the international level

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Unit - 5: Agencies of Teacher Education:

Role and functions of following agencies:

(a) National Level:

- University Grants Commission
- National Council of Educational Research and Training
- National Council for Teacher Education
- Indian Council of Social Sciences and Research
- Tata Institute of Social Sciences and Research
- Centre of Advanced Studies in Education

(b) State Level:

- State Institutes of Education
- State Councils of Educational Research and Training
- Centres of Continuing Education for Teachers
- State Board of Teacher Education
- University Departments of Education

(c) International Level:

- UNESCO

Unit - 6: Professional Organisations and Status of Teacher Educators:

(a) Professional Organisations:

- Local, State, National, International level of professional organisation for teacher educators.

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- thier objectives and activities
- comparative struggle amongst teacher educator's organisations; need for collective and united action by teacher educators

(b) Status of Teacher Educators:

- Professional status
- responsibilities and rights
- opportunities for professional growth
- academic freedom
- participation in civic rights
- code of ethics and its enforcement
- working conditions
- provision for necessary facilities and equipments

(c) Economic Status:

- salary system
- service conditions
- service requirements
- security or service, welfare measures, etc.,

(d) Social Status:

- recognition
- participation in the decision making bodies
- relationship with other educational institutions
- provisions of awards, etc.

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Unit - 7: Major Issues and Problems of Teacher Education:

- standards in teacher education
- admission policies and procedures
- isolation of teacher education institutions
- preparation of teachers for special fields such as craft, art and physical education, music and teachers for special education
- Issues pertaining to the opportunities for professional development of teacher educators
- pre-service and inservice programmes
- issues related to administration of teacher education institutions
- lack of co-ordination in man power planning.

Unit - 8: Continuing Education (Inservice Education) of Teacher/ Teacher Educators:

- Concept and scope of continuing education
- differential needs of continuing education for teachers and teacher educators
- extension service departments: their nature, role and functions
- methods and techniques of continuing education for teachers/teacher educators
- practices of evaluation of continuing education programmes

Unit - 9: Planning, Financing and Control of Teacher Education:

- Planning, financing and control of teacher education ntary and secondary levels

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- centre and state role in planning and financing
- role of voluntary organisations
- academic control of teacher education at elementary and secondary levels
- staffing pattern, qualification and mode of recruitment of academic staff.

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TEACHING - THEORIES, MODELS, ANALYSIS & ASSESSMENT

Unit - I

Introduction

Teaching - concept, relationship with learning, as a system of actions; concepts of a theory, style, strategy and tactic, model, skill in teaching; approaches to teaching, concept of teacher effectiveness, teacher competence.

Unit - II

Theory of teaching

Needs and functions, teaching theories and their bases- epistemology, logic and Psychology; Types of theories.

Unit - III

Styles and Strategies of Teaching

Concepts of styles, strategy and tactics - distinguishing features; strategies of induction-deduction analysis - synthesis, lecture - demonstration, question-answer interactions, heuristics and discovery, projects, group discussion, Assignment - Supervision and independent study, tutorials, programmed instructions - module approach, team teaching etc., integration of different factors in a total plan/strategy.

Unit - IV

Models of Teaching

Concepts, nature and use of models, brief critical analysis of the objectives, focus, salient features and steps of procedure (syntax) of related models of different types: Information processing models (Inductive, inquiry training, science - inquiry, concept - attainment, developmental, advance organisor); social interaction models (Juris Prudential model, group investigation, social inquiry, laboratory method); Personal development models (Non-directive teaching model, classroom meeting model, awareness training model, synectics model, conceptual systems model).

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Unit - V: Teaching Skills and Activities

Teacher functions, operations and activities in teaching and teaching skills; Introduction/initiation, exposition, explanation, stimulus variation, questionning (at different levels), Regulating interactions, feed back, demonstration, structuring, blackboard work; use of A.V. aids, use of illustrations and analogy, regulating group discussion and work, providing nonverbal cues increasing and improving pupil participation, budgeting of time and pacing, providing for repetition and emphasis, achieving closure etc., integration of different activities/ skills; micro teaching approach.

Unit - VI: Interactions in teaching

Concept and dimensions of interactions, category and sign systems; study of the focus, approach and features of selected systems of different types; Cognitive focus (Othaniel Smith, Bellack); Affective focus (Withall, Flanders); Comprehensive systems (Hough, Duncan, Nayar).

Unit - VII: Teaching effectiveness

Concepts, principles and criteria; variables involved; presage-process and product variables; low and high inference variables, methods of deriving teacher competencies; measurement problems (problems of variables, instrumentation, methodology) etc., General strategies for assessment, performance and competency based assessment, assessment by pupil learning/ achievement/growth; multiple approach.

Unit - VIII: Tools and Techniques of Teacher Assessment

Observation and Rating, Performance test, achievement test and attitude scales.

Unit - IX: Research on Teaching

Need, focus, areas, approaches, contributions to theory and practice.

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EDUCATIONAL TECHNOLOGY

Section 1: Nature, Scope and Theoretical Bases

1. Different approaches

Physical science approach, behavioural science approach and systems approach; hardware vs. software approach. ET as revolution in education, resistance to the use of ET.

2. Theoretical bases

Skinner's response-centred approach, Gagne's hierarchical approach, Ausubel's learning categories, Bruner's structure of knowledge, Melton's prototype learning situations, Miller's learning sequences, Leith's scheme of learninng, Piaget's learning stages and Gilbert's Praxeonomy.

Section 2: Learning Technology

1. Scope with special reference to higher education. Teaching machines and their significance.

2. Individualized instruction

a. Basic principles

b. Programmed Learning (PL)

Learning and individual difference: Principles in PL: Contributions of Pressey, Skinner and Crowder: Styles in Programming - Linear, Branching and Mathetics; Mechanics of developing PLM; Self-paced and group-paced PI.

c. Computer Assisted Instruction(CAI)

Its increasing importance, working of "PLATO" and "SOCRATES". Scope of CAI in India.

d. A-T approach

Autolecture, Audiolaboratory and Language Laboratory.

e. Modules approach

Modules, learning kits, Keller Plan (PSI) and Contract Learning; Flexi study (for further and adult education)

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Section 3: Communications Technology

1. Classroom communication

Factors affecting classroom communication; forms of teacher-pupil interaction; observation schedules of interaction - OSCAR, Bales, IPC, FIACS, VICS and BIAS; interaction matrix analysis; modification of teacher behaviour.

2. Group Instruction

Characteristics and patterns; small-group and large-group instruction.

3. Micro-teaching

Identification of teaching skills; concept of micro-teaching; procedure and implementation; link practice and full class-teaching.

Section 4: Media technology

1. Psychology of using A-V aids

2. Media classification schemes

Dale's Cone of Experience; projected and non-projected aids; hardware and software approach; Finn's categorization; low-technology medium and high technology medium; educational media taxonomy.

3. Media subsystems:

a. filmstrips and slides

b. OHP

c. motion pictures

d. autotape recording

e. radio, ETV, CCTV, VCR and Satellite instruction

f. simulations and games and

g. printed materials

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4. Media selection criteria - factors in selection criteria; schematic aid for media selections developed by Briggs.

5. Multimedia approach

6. Instructional materials in adult education: types such as basic materials, supplementary materials, follow-up materials, visual aids, aural aids and A-V aids.

7. Media for distance education

Section V: Management Technology

Systems approach to education - definition and advantages: steps in designing a system.

Section 6: Practicum

1. Construction of PLM and modules

2. Internship in micro-teaching

3. Operating A-V aids

4. Preparation of radio and TV lessons

5. Observation of classroom interaction using FIACS, VICS etc.

6. Seminar in new trends in ET

7. Discussion on application of ET in different disciplines

8. Developing instructional strategies and materials for rural schools

9. Undertaking research in ET.

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FUNDAMENTALS OF INSTRUCTIONAL TECHNOLOGY

1. Introduction: Basic concepts of education, instruction, Technology, methods, models, strategies, E.T. and I.T., foundations of IT (Systems analysis, communication theories of learning and instruction, epistemology).

2. Systems approach to education: System - concept, components types; systems analysis - types, steps and its application to instructional context; Instructional Development system - components steps.

3. Communication System: Concept, components/variables; MEDIA and modes, effective communication and instructional system, channels of classroom communication; sources of noise (as barriers to commuication) - teacher as a source; classification of communication according to different criteria.

4. Principles of learning and instruction: Relevant principles of learning and instruction and their implication (Gagne, Bruner, Ausubel, Skinner, Gestalt, Wertheimer, etc.), theories of perception for effective communication and instruction; information processing theories and models, internal processes of the learner; cybernetic principles.

5. Hardware and Software in IT: Concepts, complementary roles and mutual relationship in an instructional system; high and low technology; selection for developing countries in general and in particular contexts.

6. General steps of preparation of software: Listing objectives, pre-requisite/entering behaviour, task description and analysis, sequencing formats,tryout and evaluation (in brief).

7. Evaluation

a. Evaluation of specific outcomes - achievement and criterion tests; formative - summative evaluation, inbuilt-feedback mechanisms and self feedback.

b. General/programme evaluation - different criteria, tools/ techniques used like interview, checklist, opinionnaire, etc., methodological problems involved.

8. Research and Development: Future trends, major developments in different disciplines like telecommunication/electronics - information data processing, Sociology, Psychology etc., impact on improving instructional system, needed developments.

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PRINT MEDIA FOR INSTRUCTION

I. Introduction: Concept of print media; historical development in print technology (in brief): as media of instruction - newspapers, magazines, textbooks, graphics and other instructional materials in different contexts - role and significance; programmed learning/programmed instruction - historical development of PLM, contributions of Pressey, Skinner, Crowder, Mager, Gilbert, Stalurow (from teaching machines to microcomputers as supportive hardware may be referred).

II. Theoretical Bases of Programmed Instruction: Contributions of Skinner's behaviour modification theories - criticisms and consensus, Gagne's learning hierarchy/conditions of learning; cognitive theories - Hebb, Gestalt, Piaget.

III. Programmed Learning (a) Concept, basic principles, scope, different styles - linear, branching, mathetics and their relative, advantages and disadvantages, adjunct programmes and adaptive programming, associated problems.

(b) Process of developing a programme:

1. Specification of target population and behaviour broad and specific objectives in cognitive, affective, Psychomotor areas; writing behavioural objectives - Mager's criteria, advantages, limitations, viable approach, writing embling objectives.

2. Specification of entering behaviour - meaning, types, listing of, relationship with terminal behaviour.

3. Content and Task analysis - meaning, analysis of different types of tasks.

4. Sequencing and structuring - different methods - (like Pragmatic, Mechner, Ruleg and Egrul, Matrices) the RAF School of Education system.

5. Writing of frames - meaning, types; cues and prompts types of fading; response modes, frames for different styles of programming.

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6. Tryout - individual and group-feedback and modifications; evaluation criteria for final tryout - internal, external.

7. Research trends and findings on PLM.

IV. Alternative forms of programmed instruction - teacher made self-instructional materials.

V. Graphics - meaning, types, principles and methods of preparation; integration with PLM, correspondence lesson and other media (if dealt in detail in other courses, here it can only be referred to)

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HARDWARE AND SOFTWARE IN INSTRUCTIONAL TECHNOLOGY

I. Communication media: Concept, types and classification, general usefulness in different instructional contexts.

II. Audio Media:

a. Radio: nature and characteristics, advantages and disadvantages for instructional use, broadcasting and recording of broadcast, its role in different instructional contexts - classroom, distance education/open university, non-formal.

Educational radio broadcasts - meaning and criteria, formats - straight talk/narration, interview, panel discussion, actuality broadcast, quiz, dramatization, demonstration, radio lesson - principles followed in each of the format; criteria for the selection of radio programmes for classroom use; planning teacher and student activities before, during and after broadcast; use of visual materials during radio broadcasts, radio/audio vision programmes; radio with teacher intervention, listening-form groups.

b. Tape Recorder: Types - classroom recorders, and playbacks for individual use, large group recorders - recording, playback and audiomixing - method and significance; use in language laboratory.

c. Improving Audio Learning: Audio learning sequence, interruptive factors, improving listening skills - method.

d. Evaluation: Methods - listener survey, analysis of mail, rating scales, check-lists, tests, programme analysis; criteria used.

e. Telephone Technology: Types, uses in teaching/tutoring/instructing, effectiveness as a teaching medium.

III. Visual Media:

a. Project aids: Over Head Projector - media characteristics and method of use and maintenance; Transparencies for OHP - Instructional uses, limitations and storage.

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b. Projectors for slides and filmstrips - media characteristics and method of use, preparation of slides and film strips, relative advantages, disadvantages and use; preparation and use of slide and tape programmes; other types of projected visual media - opaque projection, micro projection and holography.

c. Grapic aids: Types, nature, principles and methods of preparation and their instructional use.

IV. Audio-Visual Media:

a. Motion pictures, films - communication characteristics, importance in pupil-learning; effective selection and use.

b. Television - telecasts and recordings - nature and characteristics, educational roles; strengths, weaknesses and selection of television broadcasts, its feasibility in different instructional contexts, preparation of programmes for television - role of the teacher.

c. C.C.T.V. - Components, nature, advantages, disadvantages and application - classroom and personnel training.

d. Video discs and Video disc player - Meaning, major components, features and educational uses.

e. Video cassettes - Equipments required - advantages over TV broadcasts, and audio cassettes, principles of maintenance, selection and use; Role of the teacher in the preparation and use of Educational programmes; Training the viewers in interpretative skills.

V. Micro computers: Meaning, characteristics and role in classroom instruction; CAI and related concepts (CAL & CMI) role of the teacher in CAI; CAL - role of CAL distance education.

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CURRICULUM PRINCIPLES AND PATTERNS

Units

I. Nature of Curriculum: meanning, concepts (Curriculum a plan and process, as experiences, as objectives, as a system, etc.,) components of curriculum; the nature of curriculum in India - historical development.

II. Foundations/Frame factors in Curriculum: Current conceptions, functions of the school; nature of culture, society, child and knowledge as foundations, traditional and modern approaches to framing the curriculum.

III. Styles of curriculum theorising: the discipline style, the analytic style, humanistic style, and the futuristic style trends.

IV. Principles of curriculum construction: formulation and validation of educational objectives, criteria for selection, sequence, continuity, structure and integration of content, logic of presentation and development; principles of grade placement and distribution and allotment of instructional time.

V. Patterns of Curriculum designs: the subject-centred activity, the core (experience) curriculum and unit plan, concentration as in basic education - characteristics; problems, practices and criticism of each type. Dalton, Winnetka, Garry, 8 year study plans.

VI. Evaluation of the curriculum: nature, formative and summative evaluation, use of evaluation models (with illustration of one or two models in brief); aspects of curriculum evaluation, general and specific aims and objectives, overall assessment of the programmes of the school, instruction, evaluation of student performance.

VII. Curriculum Research: need, scope, type, contribution.

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CURRICULUM DEVELOPMENT (PROCESSES)

I. Curriculum Renewal: need, justification and criteria; traditional and modern approaches to curriculum planning and development.

II. Systems approach to curriculum designing

(a).Systems concept - meaning, nature, types, characteristics and steps in systems analysis, Models - a basic system with feedback and self regulating/adaptive models with subsystem.

(b).Curriculum as a system - rationale, a conceptual system, a concrete instructional system, and sub systems of an instructional system.

III Dimensions of curriculum changes

(a).Substantive Dimension: changing directions in mathematics, science and social studies; new trends in language arts.

(b).Instructional Dimensions; implications of educational technology, the role of hardware traditional materials like teacher manuals, and resource units; the role of Instructional Materials Centre.

(c).The Organizational Dimension; Significance of decision making, Organisation of instruction, illustrative strategies the concept of nongradedness, individual progress and placement,module approach, team teaching, patterns of horizontal school organizations, dual progress plan, and grouping variations.

Horizontal school organizations, dual progress plan and grouping varitions.

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IV. Curriculum Planning: Stages and strategies; role of the community, adminstrator, curriculum consultants, teachers; evaluation of curriculum plans.

V. Planning at school system, institution and teacher levels

Set up and agencies in India, NCERT, DSERT, University bodies, etc., roles and process, Instructional materials - Syllabus, textbooks, supplementary reading materials, teacher's hand-books, student's workbooks, test materials etc; resource units, unit plans and lesson plans.

(Note: Relevant curriculum research studies to be quoted wherever appropriate).

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SPECIAL EDUCATION - PRINCIPLES AND PRACTICES

1. Introduction

(a) Exceptionality - Concepts of positive and negative deviations (impairment, disability and handicap), multiple deviations, needs and problems of exceptional children.

(b) Special Education - concept, scope and objectives, foundations of special education (philosophical, psychological and socio-cultural), basic principles of special education.

(c) Special education in India - Need and significance, historical perspective, current issues and trends. agencies of special education - state and central governments and voluntary agencies, inter-disciplinary approach to special education.

2. Classification of Exceptional Children

(a) Conventional approach - biomedical and psychosociological classification, types and levels of deviations-effects of negative labelling.

(b) Functional approach - classification based on educational variables (Iscoe sytem, Steven's special educational taxonomy, Quay system of facets of educational exceptionality); merits of functional approach.

3. Causes and Identification of Exceptional Children

(a) General etiological factors - medical, psychological, socio-cultural and educational.

(b) General methods of identification - Medical examination and diagnosis, Psychological and educational tests, observation, need for early identification through comprehensive assessment and placement, role of parents and schools in identification, maintenance of individual assessment records.

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4. Organizational patterns

Seggregated and integrated approaches - concepts of normalizing and mainstreaming, special schools and special class, non-graded class, itinerant teacher plan and resource room. Limitations of seggregated approach, merits of partial seggregation and feasibility of integration.

5. Integrated Education

(a) Aims and objectives, principles of IE, different models - Resource plan, Itinerant plan, Combined/ Co-operative Plan, Dual teaching plan, feasibility of each model to local specific situations.

(b) curricular adjustments for integrating different exceptional categories - gifted, mentally retarded, visual, Auditorily handicapped and speech impaired, neuro-muscular and orthopaedic.

(c) Management of Integrated education - Requirements (human resources, material and financial resources), Selection of suitable programmes for integration, role of special schools, regular teachers and parents, evaluation and follow up of integrated programmes.

6. Curriculum of Special Education

(a) General principles of Special Education Curriculum. Curriculum areas: Sensory training, self help skills, social competency skills, communication skills, cognitive and academic skills, moral, and vocational; need for flexibility in curriculum planning and development.

(b) Teachinng strategies: Need for systematic approach to instruction (in terms of assessment, diagnosis, instructional planning, implementation, and remediation) - developmental approach, individual teaching, team teaching, individual instruction, environmental studies approach, multisensory approach, behaviour modification and prescriptive teaching.

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7. Administration of Special Education

(a) Special schools for different categories of exceptionality - Residential and non-residential special schools; basic requirements - human resources - trained personnel and specialists, material and financial resources.

(b) Management of integrated education in regular school problems, trained personnel and other specialists, selection of exceptional children, subject content teaching strategies and instructional materials for integration, time allocation; Administrative problems in integrated education.

(c) Support Services; (1) Specialists from multidisciplines - medical,psychological and vocational; rehabilitation, prosthetic services; need for laison between schools and these services/agencies, the role of community, (ii) Material resources - Multimedian centres, development of a resource room in regular schools, computer assisted instruction (CAI) - development of software, management of material resources in special and regular schools. (iii) Training of teachers: pre-service and in-service training programmes at different levels for different categories; the role of NCERT, UGC and Universities, State Education Department and Voluntary agencies in training the teachers.

8. Guidance and Counselling in Special Education

Need for problems at home, school and community, social and emotional adjustment, parental counselling, vocational placement, the role of teacher and other specialists.

9. Research in Special Education

Need, focus, areas, recent trends and innovations.

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EDUCATION OF THE GIFTED

1. Giftedness: Concepts and characteristics, factors contributing to and affecting giftedness and its development, importance of the special provisions for the gifted; historical development of the education of the gifted (Relevant research studies to be quoted to substantiate the characteristics of the gifted and their gains from special provisions).

2. Identification of gifted children: Problems and principles of identification programmes, methods and techniques of identification, their merits and limitations, identification of gifted children in India.

3. Creativity: Concepts, characteristics of creative children, factors affecting creativity; creativity, development and identification of creative children - tests of creativity, fostering creativity - special techniques and systems/models.

4. Approaches to education of gifted children: grouping, acceleration and enrichment; their merits and limitations, patterns of organization; provisions for educating the gifted in India.

5. Curriculum for gifted children: Principles of curriculum organization for gifted children; curriculum at primary, secondary and higher levels, individualised instruction and educational technology in the education of the gifted; Role of the teacher of gifted children.

6. Bright under-achievers: Concepts, characteristics, causes, identification and remedial programmes.

Note:- Practical work in identification of a few gifted, creative, bright, underachievers by administering different tests, listing their problems relating to school adjustment, using suitable technique/tools for a case study.

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EDUCATION OF THE MENTALLY RETARDED

1. Mental Retardation - Concepts - quantitative and qualitative approaches, levels and categories, their characteristics, needs and problems of MR, incidence and prevalence in India, historical development of education of the MR.

2. Etiological factors: Genetic, chromosomal and metabolic, prenatel, perinatel, and postnatel, infectious and traumatic; cultural-familial causes; preventive measures.

3. Identification and assessment

(a) Common criteria for identification - developmental history, psychometric performance, learning ability and level of social adjustment.

(b) Degree of retardation - Educable, trainable and severely mentally retarded (based on various types of tests and observation), negative effects of labelling children as EMR, TMR and SMR.

(c) Tools and techniques for assessment - (a) checklists, rating scales, developmental scales (b) various intelligence tests (their relative merits and limitations in identifying MR) personality tests, achievement tests, teacher-made criterion reference tests, need for comprehensive assessment.

(d) Identification programmes - purpose, types, role of educational testing service, need for early identification, multidisciplinary approach and support services from different agencies, role of parents and school in identification, prognosis and prevention of MR.

4. Organizational pattern

(a) Seggregated approach - organisational plans in special schools, special class, non-graded class, hospital schools etc. for different levels of MR, merits and limitations of seggregation and partial seggregation.

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(b) Integrated approach - Need, Objectives, Scope; Different models in regular schools - Resource plan, itinerant Plan, combined/co-operative plan, dual teaching plan etc. Feasibility of each plan to local specific situation.

5. Backward Children

(a) Slow learners; characteristics, problems, identification through diagnostic tests,

(b) Socially disadvantaged children (culturally deprived) - characteristics, nature, problems, identification.

(c) Curriculum for backward children -

1) Remedial instruction - principles,methods, techniques,of individual and groupwork,essentials of built-in in remediation, special clinics, remedial programmes for different levels/categories in different subject areas.

ii) Compensatory education - need, types, areas, development and implementation of special programmes for schooled and unschooled children.

6. Curriculum for differennt categories of MR (EMR,TMR&SMR)

(a) Objectives and principles of curriculum - curriculum areas - cognitive development, socialization, family living, maximisation of potential skills, basic readiness, communication and oral language, self-care and recreation,personality development, prevocational and vocational.

(b) Teaching and training methods - special programmes - academic subjects at different levels - content, strategies, and evaluation; multisensory approach, special class and resource room, programmed instruction and CAI, need-based team teaching, behaviour modification.

(c) Guidance and Counselling - Problems at home, school and community, emotional and behavioural problems, multiple handicaps, and other adjustment problems - the role of family

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and school in guidance and counselling; parental counselling (each aspect of curriculum should be discussed separately for EMR, TMR and SMR).

7. Resources in the education of the MR

Support services - specialists from various disciplines; material resources from various agencies, the role of state and voluntary agencies in training the teachers, parental education, and promotion of research.

(Note: Practical work in identification of mentally retarded children by using different techniques/tools, listing their problems relating to school adjustment, conducting a case study, visits to various special institutions etc. should be taken up).

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EDUCATION OF THE VISUALLY IMPAIRED

1. Visual Impairment

(a) Nature, definitions and classifications; Normal structure and function of the visual system.

(b) Visual disorders: Incidence, prevalence in India;

i) Causes - Infectious diseases,hereditory factors, injuries, poisoning, tumors, nutritional deficiencies;

ii. Major visual disorders - Disorders of protective structures,refractive errors, defects in muscle functioning, disorders in the receptive structures of the visual system.

iii. Evaluation procedures for visual disorders - Teacher/tester observations (general indicators of eye problems) screening devices, criteria for referral to opthalmologist (use of Snellen chart).

2. Course of development in visually impaired

(a) Motor development: the influence of lack of vision on the developmental tasks, mobility and orientation - characteristics of successful mobility; residual vision; age of onset; body image; social factors.

(b) Social and emotional development: interaction effect involving psychological, developmental, attitudinal, and social factors; developmental lag/delay; stereo-typed behaviour.

(c) Cognitive development: Difference between the blind and the sighted, intermodality organization, development of basic concepts with reference to Piagetian stages.

(d) Language development: speech and communication-nature, onset, echolalia (repetition of words), verbalism, kinesis (non-verbal communiction), effect of blindness on language development.

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3. Curriculum for the visually impaired children

(a) Seggregated approach - organizational plans, objectives and principles of curriculum, special programmes; mobility training.

(b) Integrated approach -

i) Need for different models - adaptation at different levels (Reading readiness activities, use of slate and stylus abacus, tactual abstraction, braille notations, map reading etc.); principles of material preparation - duplication, modification, substitution of original text material, omission of abstract ideas etc.

ii) Teaching methods - Resource room instructions, (individualized instruction to plus curriculum teaching, braille reading, before, in-between and after classroom instructions, remedial instructions etc.); Regular classroom instructions (Auditory learning, multisensory approach, identification of problems in the use of text, built-in remedial instruction); Teaching of different subjects at different levels - principles and special plans, the role of a regular teacher in integrated education.

(c) Evaluation - Criteria for evaluation in seggregated and integrated approaches; skill expectations, individual approach in plus curriculum, continuous evaluation of academic subjects and social-adjustment skills.

4. Management/Administration - problems, trained personnel and other specialists, material resources; training of teachers, guidance and counselling, and finance.

5. Research: Need, focus, areas, recent trends and innovations.

(Practical work - as suggested in other courses of special Education with reference to visually impaired children).

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EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT AND SPEECH DEFECTS

1. Children with Hearing Impairment Importance of hearing sense, effects of hearing impairment on educational processes, structure and function of the ear, levels of hearing loss, associated problems, prevalence of hearing impairment, classification, etiological factors, medical treatment, preventive procedures.

2. Psychology of Deafness - Psychological concomitant of deafness, characteristics of deaf children with reference to social, emotional, cognitive, language and speech development, behavioural characteristics peculiar to deaf children.

3. Assessment of Hearing Loss - Early identification and intervention, observational schedules, informal and formal methods of identification, audiometric procedures, audiometers and audiogram, role of audiologist and class-room teacher in assessment.

4. Education of the Deaf: (a) Organizational patterns - seggregative, integrative patterns, partial integration, advantages of integration. (b) Objectives of educating deaf children, manual vs. oral methods and their relative merits, language development - listening and speech training, Lip reading, systems of sign language, various systems of training for language development, curriculum for deaf children, need for articulation and flexibility, principles of curriculum development, special instructional materials and devices - factors affecting selection of programmes.
(c) Integration - need for integration, principles of integration, pre-requisites - trained teachers special education teacher, and material resources; curricular adjustments for integration, individual attention, class-room climate, role of the teacher, special services, educational provisions.

5. Partially-hearing children - Nature and types, characteristics of partially hearing; hearing aids - types, use and maintenance of aids, class-room arrangements, listening and speech training, pinciples of speech training, role of speech therapist and teachers, educational programmes, special services and provisions for partially hearing children, guidance and counselling of hearing impaired children.

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6. Children with speech Defects: Importance of language development, speech defects and education, structure and function of speech mechanism, associated defects, development of speech and factors influencing, aspects of speech, types of speech defects, etiological factors, prevalence of speech defects, assessment of speech development.

7. Types of speech Defects

(a) articulatory defects, nature, types.
(b) delayed speech,
(c) stuttering - nature, theories of stuttering, methods of training.
(d) problems of Voice - nature and types, training methods.

8. Speech Correction - Principles, methods and techniques of speech correction, essentials of speech correction programme, role of classroom teachers, parents, technical, personnel, role of AIISH and other institutions, guidance and counselling.

Practical Work

1. Visits to special schools for hearing impaired children, schools in which deaf children are integrated, and institutions like AIISH.

2. Preparation of a case study on a child with hearing impairment or speech defects.

3. A sample survey of school children to find out children with speech defects.

4. Observing and reporting about a deaf-child that is being integrated in normal school.

5. Interviewing parents of deaf children, stuttering children.

6. Listing educational problems of children with hearing impairment and speech defects.

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EDUCATION OF CHILDREN WITH NEURO MUSCULAR AND ORTHOPAEDIC DEFECTS

1. Introduction: Concepts of Physically handicapped child, cerebral dysfunction and associated disorders. Orthopaedic handicap and children with special health problems, their effect on growth and development, classifications, orthopaedic defects and special health problems. Need for special education for these children.

2. Cerebral palsy: Structure and function of nervous system,localization of cerebral functions and their implications, effects of brain injury: prenatel, perinatel and post-natel. Cerebral palsy - meaning, characteristics of different types of cerebral palsy, needs and problems of C.P. children,identification of brain injured children - Test of ITAH, Motor Development Scales, Tests of perceptual abilities. Educational programmes - Curricular adjustment, neuromuscular training, different training programmes for CP children - Frosting, Kephart and Tanshey, development of communication skills.

3. Epilepsy: Nature and characteristics; Types of epileptic children, their needs and problems, Techniques of identification, Management of epileptic children, medical treatment, anticonvulasant drugs, role of teachers and parents, education of epileptic children.

4. Learning Disabilities - Concept of learning disabilities, General characteristics of LD children, theoretical basis of LD, learning disabilities relating to reading, writing, orientation and perceptual functions-aphasiadysexia, agrophia etc., diagnosis of learning difficulties as an inter disciplinary process in Training programmes for LD children.

5. Orthopaedic handicap - Classification of children with orthopaedic defects, general characteristics, needs and problems, Description of the following types of orthopaedic defects with reference to their nature, incidence, causes, symptoms, and treatment.

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(a) Spina Bifijda (b) Skeletal deformities (c) Postoral foot conditions (d) Muscular dystrophy (e) Polio Myhtixy (f) Congential and Post-natel amputations (g) Paralysin.

6. Guidance and Counselling: Social, emotional problems of physically disabled children, need for guidance and counselling, role of specialists - physiotherapist, Psychologist, Social Worker, School Counsellor; school as guidance and counselling service - personal, educational, vocational and parental counselling.

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EDUCATION OF MALADJUSTED CHILDREN

1. Introduction: Concepts of adjustment and maladjustment, Levels of maladjustment, mental health and mental hygiene, anxiety, conflicts and frustration as basic sources of maladjustment, mental mechanisms, approaches to the study of adjustment - biological, psycho-analytic, behavioural and humanistic.

2. Maladjusted children - Classification - APA and other classifications, etiological - hereditary, bio-chemical and environmental effects of maladjustment on development and education of children, emotional development and adjustment, areas of maladjustment, identification of maladjustment - observation, adjustment inventories, behavioural check-lists, psychological tests and projective techniques, sociometry.

3. Types of Behavioural Problems - Nature, symptoms and treatment of the following behavioural problems - problem related to maternal deprivation, problems of dependency, problems related to toilet-training - encopresis (soiling) and enuresis (bedwetting) truancy and late-coming, disobedience and destructiveness, withdrawal tendency, autism, malingering etc.

4. Juvenile Delinquency: Meaning, theories, etiological factors, characteristics of delinquents, identification, preventive and remedial measures, role of teachers.

5. Drug Addiction: Importance of the problem, nature of drug addiction, types of drugs - deppresents, stimulants, narcotic and psychotic, their nature and effects, causes of addiction, drug addiction and maladjustment, treatment and rehabilitation of drug addicts, preventive measures, role of mass media.

6. Psychological Deviation - Nature and levels of deviations, Neurosis and psychosis, types and symptoms of neurosis and psychosis, hospitalization and therapy.

7. Therapeutic Methods - Different approaches to therapy, psychotherapy-directive, client center, psycho-analytic and eclectic, behaviour therapy and modification of behaviour,

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sensitivity training, encounter groups and T-group techniques, transactional - analysis, transcendental meditation and Yoga, other therapeutic procedures like shock therapy, chemo-therapy hypno-therapy, occupational therapy and so on. Mental Institutes, Guidance and Counselling clinics, school counselling services and other services.

8. Educational Programmes - Special school for maladjusted children, classroom organization and classroom management, need for training of teachers, managing problem children in the class-room, adjusting teaching strategies and school practices to individual need, involvement of parents and community in school activities.

Practical work

1. Visits to Mental Institutes and Remand Homes.

2. Administering Psychological tests to problem children and interpreting the results.

3. Interviewing problem children and their parents.

4. Preparation of case studies.

5. Sample survey of behavioural problems in school setting using checklists, etc.

6. Observation of children in classroom and reporting their behaviour.

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EARLY CHILDHOOD EDUCATION

I. Need and scope of early childhood education. Methods of child study.

II. Contributions of a few philosphers and educationists such as Comenius, Rousseau, Froebel. Pestalozzi, Montessori, Dewey and Gandhi.

III. Origin and development of Pre-School Education. A few countries can be chosen for detailed study from among the following U.K., U.S.A., Isreal, Sweden, France, Germany.

IV. Pre-school education in India with special reference to the State.

V. Different phases of child development - Physical, mental social, emotional, aesthetic and moral.

VI. Learning readiness - concept of compensatory education - development of language, mathematical and scientific concepts in children. Theories of Montessori, Bernstein, Piaget and Bruner. Individual differences in mental ability - giftedness and mental deficiency.

VII. Sociology of child rearing practices, influence of home and community in personality development.

VIII. Factors leading to maladjustment, behaviour problems - child guidance.

IX. Organisation and administration of pre-school institutions - Agencies conducting pre-schools - Educational activities and programmes - equipment working with parents and teachers.

Practical Work

(a) Acquaintance with various types of educational material for children (Froebel's gifts, Montessori's didactic apparatus,

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reading, writing and number readiness materials). Designing and using materials based on more recent theories such as those of Bruner and Piaget. Use of Logic blocks and discovery approaches at the Pre-School stage.

(b) Use of the environmental resources for aiding cognitive, affective and psychomotor development. Preparing educative materials suited to local conditions.

(c) Maintenance of cumulative record cards.

(d) Organization of Pre-School learning.

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EDUCATIONAL MEASUREMENT AND EVALUATION

General Objectives

The student:

1. understands the concept of measurement and evaluation
2. gets acquainted with different tools of measurement
3. understands essential characteristics of measuring tools
4. develops competence to administer and use measuring tools and interpret resluts
5. develops ability to construct various types of measuring tools
6. develops ability to use the results for evaluation purposes in respect of objectives, curriculum, teaching strategies and measuring tools.
7. develops ability to identify priority areas of research in evaluation.

Course Content

Unit - I: Measurement and Evaluation

i) concept of measurement and evaluation
ii) difference between measurement and evaluation
iii) levels of measurement
iv) limitations of educational measurement
v) history of measurement movement with special reference to india.

Unit - II: Classification of measuring tools with respect to:

i) attributes
ii) methods of administration
iii) nature
iv) purpose

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Unit - III: Characteristics of measuring tools:

i) realiability
ii) validity
iii) usability

Unit - IV: Construction of measuring tools:

i) tests
ii) scales

Unit - V: Evaluation of educational outcomes:

i) planning
ii) types and tools
iii) interpretation and reporting

Unit - VI: Innovations in evaluation in India:

i) examination reforms
ii) mastery testing

Unit - VII: Research needs in evaluation:

i) Problems and issues
ii) Priority Areas

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SCIENCE EDUCATION

I. Objectives

Science education for changing times: social functions of science: categorization of objectives - cognitive, affective and psycho-motor; specific objectives in the instruction of physical sciences and biological sciences.

II. Curriculum

(i) Changing curriculum patterns; different approaches- unified, interdisciplinary, integrated, correlated, co-ordinated and discipline wise;

(ii) Some significant curricular experiments like BSCS, PSSC, CHEM study, CBA, HPP, Nuffield Sciences, SAPA, NCERT science materials, (The student is expected to study in detail the projects related to this particular discipline, say physics, chemistry or Biology).

(iii) Science syllabus revisions in Kerala - upgrading and modernization of science syllabus; scope of earth science and agriculture; Integration of science and work-oriented education; critical study of the syllabus, textbooks, source books, and auxilliary materials with reference to curricular projects given under Section II (2); guidelines for preparing science curriculum materials.

III. Strategies for Science Instruction

1. Psychological bases of modern science education

   (a). Piaget's developmental theory of learning and its implications for instruction in science.

   (b). Burner's theory of cognitive growth

   (c). Gagne's hierarchy of learning and conditions of learning

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(d).Cognitive learning theory of Ausubel

(e).Vygotsky and the Soviet Schools.

2. Critical review of methods - conventional vs. modern methods.

3. Approaches
(a) Product vs. process approach - SAPA by AAAS.
(b) Scientific method - Pearson's scheme
(c) Enquiry approach - Schwab's stable and fluid enquiry
(d) Learning by discovery - Pure discovery, guided discovery.
(e) Environmental approaches

4. Instructional models
(a) Suchman's Enquiry model
(b) Gagne's model
(c) Tobin-Capie Process model
(d) Environmental model
(e) Concept learning model
(f) Creative learning model

5. Stratagies for deformalisation of science instruction - needs; techniques like environmental education, individualised learning, contract learning, personalised system of learning, autolecture, etc. tapping the hidden curriculum in work experiences and in the daily activities of disadvantaged culture.

IV. Facilities and Hindrance

1. Survey of facilities available for science instruction; hazards in implementing science curriculum - academic, administrative and financial.

2. Role of science laboratory, school museum, science clubs, science exhibitions, carnivals, jathas etc.

3. Impact of Educational Technology - Computer-based instruction, PI, ETV and radio.

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V. Evaluation

Types - internal, reflective, formative, summative, responsive and illuminative. Evaluation of students' process skills. Teacher-made tests and standardised tests.

VI. Research Perspective

Areas of research in science education; review of research done in the University; areas in which more research is needed.

VII. Practical Work

1. Preparation of lessons based on modern strategies of teaching science.
2. Pedagogical analysis of some select topics.
3. Preparation of improvised apparatus
4. Review of researches done in India and abroad
5. Identification of problems faced by science teachers in schools.

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WOMEN'S STUDIES

With due consideration to the fact that 50% of the work force in any country is constituted of women it is being increasingly conceded without any need of a proof that a country is bound to remain background - socially, economicallyin direct proportion to percentage of women actively engaged in the overall task of nation building. The decade - 1975-'85 as dedicated to the women underlines the significance of women in all the human ventures and social ostracism to which women are subjected in all the societies - with varying degrees.

Since women need to be freed from culturally transmitted dysfunctional value systems and the resultant oppressions it is felt that the college and University going youth should appreciate the accomplishments that the women have been capable of whenever they got an opportunity and be aware of the problems of women all over the world in general and those in India in particular as a socio-economically and culturally disadvantaged group.

In view of these imperatives it is proposed that a special course on women's Studies should be introduced as a part of the post-graduate course in Education.

What is Women's Studies?

It is "a critical instrument to study the reality from the stand point of women..... It begins with the explicit concern for the removal of gender subordination and discrimination".

[U.G.C.Winter Institute,Jan.21-31.1987,SNDT University.]

Objectives of the Course

1. To create awareness among the students about the potential of women and the scope of women's contribution to the socio-economic and cultural growth of a society.

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2. To enable the students to collect, systematise and analyse the existing knowledge on women.

3 To enable the student to critically assess the current attitudes,unfounded beliefs and prevalent biases which have resulted in the incivilized exploitation of women.

4 To train the students in research methodology and measurement so that they could develop "research tools for collection of baseline data to be used in women's studies programmes."

5 To expose the students "to constantly growing bodies of knowledge encompassed within women's studies."

CONTENTS

I Definition and scope of Women's Studies. Its relationship with other social sciences.

II Philosophy of Womens's Studies - Contributions of Nietzsohe,Schopenhauer, Marxist and Existential Philosphers.

III Freudean and Neo Freudian explanation of Women's behaviour. Theories of eternal conflict between sexes. Love-hate relationship between mother/mother substitute and daughter.

IV Role of Mahatma Gandhi, Tagore in the emancipation of Indian women.

V Image of INdian Women in Literature.

VI History of women's struggle for equality, freedom and justice with special reference to India.

VII Study of Women's population in India:
(a) birth rate (b) death rate (c) rate of growth of population factors governing fertility, fecundity, infant mortality, maternal mortality.

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VIII Women and economic growth in India.

(a) Contribution of women in economic development
(b) Women working in industry and agriculture as skilled, semi-skilled and unskilled workers.
(c) Women entrepreneurship.
(d) Representation of women in Organised Sector
(e) Women's wages,sex-differential in wages.
(f) The problems of women workers
(g) Self employment among women

IX. Attrocities on women in India at different stages.

X. Study of womens education in India - regional disparities

XI. Laws governing women in India:

(a) dowry, (b) marriage, (c) divorce
(d) maintenance (e) succession and inheritance
(f) custody of children (g) cruelty. (h) rape.

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RURAL EDUCATION

Objectives

To make the students:

1. understand the economic and social factors of rural life.
2. develop an understanding about the rural education and its contribution to rural development.
3. develop an insight into the rural education programmes- formal, nonformal and extension
4. develop skills for leadership training in the rural areas.
5. develop an understanding of the need for the preparation of rural teachers.
6. compare the rural education of India with U.K. and U.S.A.

SYLLABUS

Unit - 1: Rural education: Concept, need, importance, objectives, scope, nature, types of rural education programmes making education for rural development.

Unit - 2: Economic and Social factors of rural life: Economic farm income, farm wealth, farm taxes, Burden of education. Social - various committees in rural society, urbanisation of rural communities, social contacts, Health conditions, social status of rural young people, movement to and from rural areas, standing habits, conflicts, characteristics of rural life.

Three critical factors - Population, land and employment; contemporary rural and urban comparison.

Unit - 3: An overview of rural development and education: (a) The nature of rural development and education's role: long range development process.

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(b) Educational needs for rural development: General or basic education, family improvement education, community improvement education, occupational education, clienteles for occupational education: (1) persons directly engaged in agriculture, (2) persons engaged in nonfarm artisan and enterpreneurial activities (3) rural administrators and planners.

(c) The poverty of present rural learning environment: (1) persons directly engaged in agriculture - types of their learninng needs; (2) persons engaged in off-farm commercial activities - types of their learning needs. Informal education, formal education and non-formal education.

(d) The distorted allocation of educational resources: the general pattern, the pattern of external assistance.

Unit - 4: Rural Primary and Secondary Schools: Availability and accessibility of schools in rural communities, school attendance, types of schools (single teacher, two teacher, three teacher schools etc. and lower primary, upper primary, high schools etc.),quality of rural schools; school-community relationships, school as a community centre.

Nature of rural school curriculum, co-curricular activities
some important curricular problems.

Unit - 5: Non-formal Education programmes for rural areas: Janata Colleges, Vidyapeeths - their rural education programmes; NFE programmes for drop-outs and non-starters for the age group of 6-14 years; Adult Education programmes, community development activities, vocational training for young persons, rural women adult education, rural library services, rural youth club and their functions; Balwadis - as change agents.

Unit - 6: Preparation of teachers for rural schools: Present status of rural teachers, specialised preparation of rural teachers, problems and major issues involved - Need for specialised training for rural teachers, amount and type of differentiation desirable in the preparation of rural teachers, followup and extension activities for rural graduates, type of organisation most effective in promoting specialised training for rural teachers, why normal schools and teachers of colleges are not making adequate provision for rural teachers? functions

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of the state in providing well prepared teachers for rural schools.

Training distinguished from job training, selections of personnel, methods of training; pre-services and in-services training.

Unit - 7: Leadership Training: Concept of leadership, the types of leadership required, identifying local leadership, training of local leaders, methods of leadership training - informal (observation, reading and talking), formal-lecture, discussion, workshop, forum, panel, symposium, audio-visuals, field trips, apprenticeship, training group, direct assistance from experts, buzz groups, giving responsibility to local leaders, problems in approaching local leaders, leadership problems.

Unit - 8: Rural education in America and U.K.: Historical overview, characteristics of rural schools, organisational pattern, financial considerations, socio-cultural characteristics, classroom management, rural reform, lessons to be drawn from their experiences for the benefit of Indian rural education.

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POPULATION EDUCATION

OBJECTIVES

To make the students to:

1. understand the basic concepts and their application in population education
2. understand the development taken place in the field of population education in India
3. understand the consequences and effects of population growth
4. appreciate the incorporation of population education in schools and Teacher Training Gelleges.

SYLLABUS

Unit I: (a) Population Education

Concept, need and aims, origin in India, Population Education vs Sex education, Population education vs family planning education/education about birth control.

(b) Population Situation: in the world, in Asia, in India and in the State.

(c) Programmes of population education in India - at National and State levels - Bucharest Conference and its implications on National Population Policy in India. National population politics, National Population Education Project.

Unit II: Population Dynamics

Determinants of population growth, population situation in India and in different States, distribution and density of populaton, demographic terminology (birth rate, death rate etc.).

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Unit III: Population growth - Consequences & effects

(a) Economic development - rate of population growth, rate of growth of production, Per Capita Income, standard of living, urbanization and slums.

(b) Social development - Social structure, relationship and behaviour; anti-social malpractices, social evils, and social injustice; status of women and their education, role of culture and religion.

(c) Educational Development & Employment - populaton explosion and its adverse effects on quality of eduaction; educational programmes like non-formal education, adult education, vocationalization etc., unemployment and under-employment.

(d) Environment and Natural resources - importance of proper and healthy natural environment for men, conservation of natural resources,

(e) Health and Nutrition - Diseases, health aspects, nutrition, personal hygiene, medical and public health facilities.

Unit IV: Population control

Advantages of a small family, planned parenthood; need, importance, measures; agencies/ institutions offering services in family planning, alternative features and incentives in family planning programmes.

Unit V: Population Education in schools and teacher training colleges.

Curriculum and methodology, Integrated vs specialised approach, place of co-curricular activities, role of teacher; issues and problems in introducing population education; pre-service and inservice training; knowledge and attitudes of teachers.

Unit VI:

(a) Roles of home, school,voluntary agencies and mass media in population education.

(b) Research in population education in India - studies and survey - needed research.

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ART AND CULTURE EDUCATION

1. Definition and Meaning of Art and Culture. The functions of art and culture. Broad characteristics of Western and Oriental art.

2. Various modes of classification of art and culture. The interrelation between different forms. Relation between art and crafts.

3. Theories of the evolution of art, History of Indian art - The role of magic, religious rituals, folk activities, work experience, the role of early wandering troupes and court artists; the role of Buddhism and Jainism. Epics, Puranas and archetypal myths as sources of artistic themes. Foreign influences in ancient and medieval Indian art. Modern trends in Indian art. Periodization in the history of Indian art - political, scientific and ideational.

4. A brief study of various aspects of Indian art; architecture, sculpture, painting, dance, dramatics, drawing, literature, music. Special study of regional folk arts and formal arts.

5. Sociology of art and culture. The views of Weber, Mannheim, D.P. Mukerji, Unnithan et.al., Dewey's critique of Aristotle.

6. Philosophy of art. The art impulse, the principle of social resonance, art and morals, art and social morale, the play motive, imagination, Theories of the Beautiful. Meaning and Truth in the Arts - Contributions of Plato, Plotinus, Aristotle, Lucretous, Kant, Hegel, Schopenhauer, Spencer. Schiller, Tagore, Kumaraswamy and Kapila Vatsyayan.

7. Schools of art, Didacticism, Prophecy, propagandism, expressionism, impressionism, symbolism, mysticism, impersonal art, art for art's sake, naive art.

8. Aims of art education. Formulation of specific objectives from the point of view of producer, consumer and critic for different art forms.

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9. Principles of curriculum construction with special reference to art. Curriculum and objectives. Curriculum and discipline of knowledge with special reference to affective disciplines. Contribution of Vico and Kerr.

10. Comparative study of art education in some select countries like the U.K., U.S.A., U.S.S.R., France and Japan.

11. Role of cultural factors in education (Reconstructionistic approaches with special reference to development in Indian education).

12. Modern instructional strategies

Psychological bases - conditions and variables of learning. Entry behaviour - learning readiness - Instructional procedures for art education. Micro-teaching and development of specific skills - Macro instructional strategies. Mass media and art education. Role of empathy, imagination, activity. External factors like balance, harmony, design, rhythm etc.

13. Evaluation of outcomes

Identification of bahaviour changes. Evaluating behaviour changes. Characteristics of good measuring instruments. Special techniques for measuring outcomes in art education, psychomotor co-ordination, voice control, rating of finished products, rating of component skills etc. Diagnosis and corrective instruction. Tests for measuring aptitude for graphic art and music. Interpretation of test scores and their implication.

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DISTANCE EDUCATION

I. Introduction:

Distance education as a system and related concepts- life-long education, continuing education/further education, non-formal education; need, principle of multiple channels, levels and types of courses (degree, diploma, certificate, none); patterns of organisation, part-time education patterns (morning/evening, weekends, periodical, correspondence); college of the second change and open university schemes; brief review of patterns and provisions instituted in recent times; examining and certifying authorities; need and relevance of distance education in general/and in Indian context.

II. Media

(a) Types and role of media in Distance education context;

(b) Print media - Meaning, significance, types; self-instructional material - concept, components, principles and process of preparation; different formats/styles/patterns; general criteria to be met in the preparation; self-check and response items, assignments, bibliography and reference.

(c) Audio-Visual media: Radio:- nature, characteristics, advantages for instructional use,broad - casting and recording,characteristics of a good radio programme, its role in distance education; Radio vision programmes, economics of radio in distance education; audio cassettes - role and significance, cost and availability for distance education.

(d) TV: Nature, characteristics, and educational roles, its feasibility in distance education, preparation of programmes, roles of distance education institutions and other supportive organisations.

(e) Video cassettes: characteristics, advantages and disadvantages, principles of maintenance, role of the teacher in the preparation and use of educational programmes by the students of distance education.

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(f) Other media: Possibilities of use and significance of other media - computer, graphics,aids, telephone and so on;

(g) Models/methods of integrating, optimising the use of different media for instruction.

III. Administration and organisation of Distance Education institutes

Different patterns of organisation, types of personnel, their mutual functions, support, co-ordination, collaboration with other academic institutions and media agencies.

IV. Contact programmes

Meaning, purposes, principles of organisation/co-ordination of teaching-learning activities.

V. Evaluation

(a) Self-evaluation and formative - self checklists, assignments, correction of student responses - procedures and formats in distance education context.

(b) Formal test/examination - for assessment of learning/ achievemennt; Role and technique of oral/viva examinnation, criteria for evaluation;

VI. Practicum - lessons for distance education students - preparation.

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SOCIAL EDUCATION

OBJECTIVES

To enable the students to:

1. Understand the concept of social education
2. Focus attention on adult education and process of teaching adults.
3. understand the methods of social education
4. realising the importance of community projects
5. get the skills to organise the social education programme

SYLLABUS

Unit - 1: Origin, concept, objectives, nature, significance, scope of social education with all its components - knowledge of literacy, environment, crafts, hygiene and citizenship.

Importance of social education in developing and under-developed countries and its need in India.

Understanding of the allied/related concepts such as (1) fundamental education (2) adult education (3) continuing education (4) extension education (5) mass education (6) life long education (7) community education (8) functional literacy.

Unit - 2: Different programmes of social education - Community projects, Adult Education Programmes, National Extension Services and their place in National Development.

An over view of community development programmes in India - Origin, Philosophy, Objectives, Administrative set up, Organisational pattern, financial provisions and progress

Unit - 3: The adult and his mental and emotional traits - physical, sensory and mental changes during life span of adult and their impact on adult learning. Adult learning process-individual differences and intellectual capacities - the family and social set up as background to learning.

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Unit - 4: Agencies of social education - The role of central, state, local governments, Private and voluntary agencies, universities etc.

Contribution of international, national and state level agencies to social education.

Unit - 5: Areas and programes: Principles of selection to suit varying needs and interests of adults; Five components of social education should be stressed than selection and structuring of content and course forms of organisation.

Conducting a social education class for adults.

Unit - 6: Processes in social education: Social and psychological factors affecting selection of content, specific objectives and processes, motivation process of adult teaching - methods and techniques suitable for adult learning: Individual, group and mass methods - lectures, discussions, demonstrations, conferences, forms, symposia, panel study circles, auto-instructions, socio-drama; role playing - Their use and limitations.

Unit - 7: A.V. aids in social education: Using all types of A.V. aids - non-projected, projected and three dimensional aids.

Techniques of teaching with modern A.V. aids.

Unit - 8: Media of mass communication - Radio, films,press and T.V. and their role in social education.

Unit - 9: Follow-up of work in social education - follow-up programmes - importance and methods.

Unit - 10: Production of literature and programmed materials for neo and semi literates, scope, principles, agencies involved with sepcial reference to IRC, supply and utilisation, news papers and magazines, Radio and T.V. programmes, auto-instructional materials.

Unit - 11: A review of social education in five year plans.

Target and achievements; main reasons for inadequate progress.

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NON-FORMAL EDUCATION

Objectives

To make the students to:

1. understand non-formal education in general and different programmes of NFE

2. understand the need for the emergence of NFE in our country and its development in one country

3. have the knowledge of appropirate curriculum for NFE

4. understand the teaching-learning techniques appropriate to the NFE

5. gain the skills to organise NFE centres

6. understand methods of training field functionaries for NFE

7. apply different evaluation techniques in NFE

SYLLABUS

Unit I: General concept. Non-formal education as different from formal and informal education. Its need, objectives, scope, coverage, basic principles relating to contents, treatment and organisation. Different types of non-formal education.

Unit II: Development of non-formal system of education in India:

Recommendation of CABE (1974), Recommendation of the working group on Universalisation of Elementary education-Implementation by the Government of India, NCERT, State Governments - UNICEF, assisted project 'Comprehensive Access to Primary Education (CAPE) - Its objectives, elementary teacher education programme, production of learning episodes, establishment of learning centres and evaluation centres.

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Unit III: Non-formal Education (for 9-14 age group)

Concept, objectives, nature, significance, scope, phases, equivalence to formal education, multiple entry into formal education, its place in the universalisation of primary education, reasons/rationale for the programme, characteristics and needs. Linkage between NFE and Formal Education, formal primary school vs NFE programme (for 9-14 age group).

Models and strategies for NFE programme with emphasis on competency model with environment oriented need based approach.

Unit IV: Curriculum: Criteria for NFE curriculum; Relevance, flexibility and practicability. Bases of NFE curriculum, objectives of NFE, information about the clientele, duration and the content of the curriculum.

Dimensions of NFE curriculum: Health, vocation physical and social environment, Socially Useful Productive Work, social awareness, Literacy and Numeracy.

Sections in NFE curriculum: Instructional objectives, content and instructional methodology, instructional materials, evaluation of the achievement of the students, curriculum and the scheme of NFE.

Emphasis on individual/group interests, needs, attitudes, appreciations and values apart from knowledge and skills.

Unit V: Teaching Learning Techniques: Philosophical bases, learner - charactri tics, learning skills - Tool skills (literacy and numeracy), process skills, communication skills; Available techniques - Inductive/deductive teaching, discussion, demonstration, role play, creative writing, expository reading, story telling, pappetry, play way, field trips, Group activity, project work, discovery learning, problem solving, self learning, watching mass media such as reading papers, radio listening, T.V. watching, guide teaching, brain storming, determinents of appropriateness.

Unit VI: Evaluation: Basic principles; informal built in evaluation, formal evaluation, formative and summative

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evaluation, interviews and discussions, observation, questionnaires, scales and achievement tests, preferences for informal and indirect methods, guidance function rather than assessment for its own sake.

Unit VII: Implementation of NFE Programme: Factors to be considered (a) NFE workers (b) community co-operation (c) Co-operation of the Government (d) Introduction of SUPW/ craft (e) establishment of a library (f) cost of NFE centre.

Formality vs informality, institutionalisation vs openness sensible combination.

Agencies - Central Government, State Government, voluntary organistions, role and contribution of Universities, colleges, schools, libraries, clubs, individuals and other resource persons in the community.

NFE - The National Policy on Education (1986) and the action programme suggested.

Financial support: Central and State Government grants, contribution in cash and kind from other agencies, local initiative and support, contribution from participants.

Training of NFE field functionaries - Need for training functionaries of the NFE, Instructor at the centre and his functions, objectives of the training programme, Bases of the training programme, system of training - basic elements, general features of training methodology - some training methods - Discussion methods, project work, field visit, simulation exercises etc.

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Gandhi Memorial College Of Education Bantalab Jammu

TERMS OF REFERENCE IV

- Textual Materials which would be Required to Follow the New Curriculum
- Suggested Readings for the Different Subjects
- Philosophical Foundations of Education
- Sociological Foundations of Education
- Psychological Foundations of Education
- Methodology of Educational Research
- List of Indian Journals Suggested
- List of Foreign Journals Suggested

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8.0 TEXTUAL MATERIALS WHICH WOULD BE REQUIRED TO FOLLOW THE NEW CURRICULUM

Resources for effective implementation of the new curricula for master degree courses in Education would include different kinds of materials, apart from building up a reasonably rich library of books and periodicals.

The Resources would include:

1. Comprehensive bibliography of books for study and reference, for each paper/course.

2. Annotated bibliography of textual materials and references, suggesting specific chapters and sections from different books for each unit of study in each paper or course.

3. Adequately comprehensive curriculum analyses for the different papers, covering objectives, content, teaching-learning resources and activities and evolution procedures, which may serve as handbooks for teachers and study guides for students.

4. Comprehensive well-designed, lucidly written basic texts, suiting the new syllabi.

5. Lists/Suggestions of schematic representations, classifications and hierarchies, summary charts and flow charts, and such other representations that can be drawn on paper, OHP transparencies, etc. for concretised representations and effective communication - paper/course wise.

6. Audio-tapes and Video-tapes of well-designed and organised presentations (lectures, symposia, panel discussions, other interactive discussions, group discussion/ work, demonstrations and displays, field operations, exemplary products, etc.) as appropriate, with variety for a wide range of topics/themes in different papers.

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Gandhi Memorial College Of Education Bantalab Jammu

8. Test materials and other items of equipment for the expected/desired familiarisation, demonstrations, practical exercises, project work, etc. as suggested in the different papers/courses, specially Psychology, Research Methodology, and specialisation areas.

9. Educational Technology hardware items like OHP, opaque projector, slide projector, film projector, audio-recorder, TV with VCR facility, a small computer unit, apart from radio, transparencies, tapes, readymade charts, models, etc. and facilities for drawing and duplication, if not for slide preparation.

10. Adequately comprehensive and rich question bank for each paper/course.

8.1 SUGGESTED READINGS FOR THE DIFFERENT SUBJECTS

By virtue of the national composition of the committee and special efforts made by the Curriculum Development Centre it has been possible to utilise the library facilities of the Departmennt of Education of various universities and National Institutions in the country.

The list of suggested Readings compiled is presented herewith.

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8.2.1 SUGGESTED INDIAN JOURNALS

Sl. No.	Title	Publisher
1.	Commuication Research	Sage Publications, New Delhi.
2.	Educational Administration Quarterly	Sage Publications, New Delhi.
3.	Education and Psychology Review	Editor, Faculty Edn. and Psychology, M.S. University of Baroda.
4.	Educational Forum	Editor, Educational Forum, Central Institue of Education, 33, Chhatra Marg, Delhi-7.
5.	Educational Media International	Media International, Post Box 2058, Gurukrupa Mansions, 44, Nagappa Swastik Circle, Bangalore-560 020.
6.	Human Resources Abstracts	Sage Publication (India) Pvt. Ltd., Post Box No. 4215, New Delhi-110 048.
7.	ICSSR Journal of Abstracts and Reviews - Economics	ICSSR, New Delhi.
8.	Indian Dissertation Abstracts (Back Volumes)	Periodica India, 2509, Sector-16, Faridabad, 121002, India.

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9.	Indian Educational Review	General Editor, Journals Cell, NCERT, Sri Aurobindo Marg, New Delhi-16.
10.	Indian Journal Chemical Edn.	The Chief Executive, National Council of Science Education, Sri Aurobindo Marg, New Delhi-16.
11.	International Educator	Kalaniketan Publishers, Nandavanam, Trivandrum.
12.	Journal of Education and Psychology	Editor, Journal of Education & Psychology, MB Patel College of Education, Sardar Patel Uty., Vallabh Vidyanagar, Best - Katra - Gujarat.
13.	Journal of Educational Equity and Leadership	Sage Publication (India) Pvt. Ltd., Post Box No.4215, New Delhi-110 048.
14.	Journal of Educational Research and Extension	Editor, Journal of Research and Extension, Sri Ramakrishna Mission Vidyalaya Teacher's College, Coimbatore.
15.	Journal of Higher Education	Publication Officer, UGC, 35, Ferozeshah Rd., New Delhi-110 001 India.
16.	Journal of India Education	General Editor, Journal Cell, NCERT, Sri Aurobindo Marg, New Delhi-16.

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17.	Journal of Psychological Research	Editor, Journal of Psychological Research, Dept. of Psychology, University of Madras, Madras-600 005.
18.	Manas: A journal of Scientific Psychology	Executive Editor, Manas, 32, Netaji Subhash Marg, New Delhi.
19.	Manpower Journal	Chief Editor, Institute of Applied Manpower Research, Indraprasta Estate, Ring Road, New Delhi-110 002.
20.	Mathematics Education	Editor, Mathematics Edn., Station Road, P.O. Siwaw, Bihar-841 226.
21.	Mathematics Journal	Department of Education, Bikaner, Rajasthan, India.
22.	NIE Journal	Business Manager, Publication Unit, NCERT, NIE Campus, Sri. Aurobindo Marg, New Delhi-16.
23.	The Indian Journal of Social Sciences	Sage Publications India Pvt. Ltd., Post Box. 4215, New Delhi-110 048.
24.	The Mathematics Teacher	3, Thiruvengadam Street, Raja Annamalapuram, Madras-28, Tamil Nadu, India.-

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8.2.2 SUGGESTED FOREIGN JOURNALS

Sl. No.	Title	Publisher
1.	Adult Education	American Association for Adult and Continuing Education.
2.	Advances in Mathematics	Executive Editor, Academic Press Inc. III Fifth Avenue, New York, 10003 USA.
3.	British Journal of Education and Psychology.	Scottish Academic Press, Edinburgh.
4.	British Journal of Educational Technology.	Council of Educational Technology, United Kingdom
5.	British Journal of Psychiatric Social Work	The Association for special Workers, 71, Albany St., Regent's Park, London, NW1.
6.	Dissertation Abstract International, Section A (The Humanities)	University Microfilms International, Ann Arbor, Michigan, 48106 USA.
7.	Economics of Education Review	Pergamon Press Office, Hedington Hill Hall, Oxford OX3, OBN, England.
8.	Education	The Institute for Scientific Co-operation, Tubinger, Landhausstr. 18, Germany.

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9.	Educational Communication and Technology	Association for Edl. Comms. and Technology, Inc., 1126, Sixteenth St., NW Washington DC 20036.
10.	Educational Research	NFER Publishing Co. Darville House, Oxford Road, East, Windsor SL4 IDF.
11.	English Language Teaching	Subscription Department , Oxford University Press, Press Road, Neasden London-NW 10.
12.	International Journal of Mathematical Education in Science and Technology	Johnnwiley and Sons Ltd. Baffins Lane, Chichester, Sussex, England.
13.	Investigations in Mathematics Education	Centre for Science and Maths. Edn., The Ohio State Uty. 1945 North High Street, Coloumbus, Ohio 43210 USA.
14.	Journal for Research in Maths Education	National Council of Teachers of Mathematics 1201, Sixteenth St., NW Washington DC, 20036, USA.
15.	Journal of Education	Boston University, School of Education, 765 Commonwealth Avenue, Boston, Mas 02215.
16.	Journal of Educational Psychology	American Psychology Association, Washington.
17.	Journal of Educational Research	Heldref Publications, Washington.
18.	Journal of Environmental Education	Heldref Publications, 4000 Albemarle St., N.W. Washington D.C. 20016.

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19.	Journal of Further and Higher Education	Editor, National Association of Teachers in Further and Higher Education Hamilton House, Mabledon Place., London WC IH 9BH, England.
20.	Journal of Mental Deficiency Research	The Nnational Society for Mentally Handicapped Children 5, Bulstrode St., London, W.I.
21.	Journal of Mental Subnormality	The Midland Society for the Study of Mental Subnormality, Monyhull Hospital, Birmingham 14.
22.	Journal of Recreational Mathematics	Education on Science and Technology, John Wiley and Sons Ltd., Baffins Lane, Chichester Sussex, England.
23.	Journal of Research in Science Teaching	Wiley and Sons, Inc 605, Third Avenue, New York-11016.
24.	Journal of Teacher Education	American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036.
25.	Mathematics in School	Editorial Offices, 150 Friar St., Reading RCL LHE, England.
26.	Mathematics Teaching	Association of Mathematics Teachers, Market St., Chambers, Nelson, Lancashire BB9, MLN, England.

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27. Mental Health	The National Association for Mental Health, 39, Queen Anne St., London, W.1.
28. New Directions for Higher Education	Jossey-Bass Inc., Publishers, 433 California, St. Francisco, CA 94104.
29. Rehabilitation	The British Council for the Rehabilitation of the Disabled, Tavistock House South, Tavistock Square, London W.C.1.
30. Review of Educational Research	American Educational Research Association, 1126, 16th St., N.W. Washington D.C.
31. School of Science and Mathematics	School Science and Mathematics Association INC, Ohio.
32. Science Teacher	National Science teacher's Association, U.S.A.
33. Science Education	Editor, Klopfer - USA.
34. Slow Learning Child	Schonell Educational Research Centre, University of Queensland, 19, Park Avenue, Lower Hutt, Queensland.
35. Social Education	Social Education 1201, Sixteenth St., N.W. Washington DC, 20036, U.S.A.

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36.	Sociology of Education	The American Sociological Association, Washington.
37.	Special Education	The Association for Special Education, 19, Hamilton Road, Wallasey, Ches.
38.	Teaching and Training	The National Association of Teachers of the Mentally Handicapped, 60 Coombe Ave., Enshury Park, Bournemouth.
39.	Teaching Arithmetic	Pergamon Press, Oxford, England.
40.	The Arithmetic Teacher	National Council of Trs. of Mathematics, 1201 16th St., N.W. Washington DC 20036 USA.
41.	The British Journal of Disorders of Communication	The College of Speech Therapists, 47 St. Johns Wood High Street, London, N.W.8.
42	Education Digest	416, Longshore Drive, Ann Arbour, Mich, 48107.
43.	The Elementary School Journal	The University of Chicago Press, 11030 Langley Avenue, Chicago, Illinois, 60628.
44.	The Exceptional Child	Fred and Eleaner Schonell Edl. Res. Centre, University of Queensland, St. Lucia. Queensland, Australia-4067.

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45.	The Journal of Educational Research	Dembar Educational Research Services, Inc. Walter Frautschi, Wisconsin, Madison.
46.	The Journal of Human Resources	Journals Dept., University of Wisconsin Press, P.O.Box 1379, Madison, Wisconsin-53701.
47.	The Mathematics Student Journal	National Council of Teachers of Mathematics, 1201 16th St., NW Washington DC, 20036, USA
48.	The Mathematics Teacher	National Council of Teachers of Mathematics, 1201 16th St., NW Washington DC, 20036, USA.
49.	The Personal and Guidance Journal	American Personnel and Guidance Association 1126, 6th St., NW, Washington D.C.
50.	The Teacher of the Blind	The College of Teachers of the Blind, Royal School of Industry for the Blind, Westbury on Trym, Bristol.
51.	The Teacher of the Deaf	National College of Teachers of the Deaf, Longwill School for the Deaf, Bell Hill, Northfield Birmingham.

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TERMS OF REFERENCE V

- Ways and Means for Preparing Text Books, Teaching Aids, Library as Well as Laboratory Equipments in Implementing the Proposed Curriculum

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9.0 WAYS AND MEANS FOR PREPARING TEXT BOOKS, TEACHING AIDS, LIBRARY AS WELL AS LABORATORY EQUIPMENTS IN IMPLEMENTING THE PROPOSED CURRICULUM

A few suggestions on how to plan, collect, construct and/or organise some of the above kinds of resources are given below. It must be emphasised that all economically viable collections and purchases must be made in reasonable measure and efforts must be put in for designing and constructing relevant materials of value; further all kinds of materials must be built up, enriched, and refined progressively through the years.

a. Library

The minimum collection/stock should cover all the books mentioned in the bibliography, at least twenty good journals (Indian and foreign, mentioned in the list given), and provisions for the student-book ratio of 1:5 in each core course/optional course. The collection must enriched year after year, updating it with select new publications (at the minimum ratio of 1:3, covering all subjects).

b. Bibliography

Each institution/deparment offering the course must continually revise and enrich the general bibliography and the annotated bibliography for each paper and indicate to the students, the essentials and preferences depending on the thrust and coverage.

c. Curriculum Analysis

Each paper/ course must be analysed into major units/ components, each unit into topics or sub-units or themes, or component tasks/skills, and each of them into (i) concepts, principles, processes, theories, their implications and applications, extensions and projections, etc. or (ii) minute

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components tasks or skills. In its minimum form it would make an adquately, detailed content analysis. The specific objectives/outcomes desired and the most appropriate, promising or productive, and feasible teaching-learning activities and material resources should also be indicated. Special evaluation techniques/procedures/tools would be a welcome addition. These should serve like unit-plans for instruction/learning, and collectively make paper-wise/component-wise handbooks for teachers/study guides for students.

d. Basic texts

It is not desirable to prescribe one or a few textbooks for each paper at the master degree level and thereby, in effect, limit reading by students - and possibly even teachers - to those books. It is important to encourage and ensure wider references and richer collection and synthesis. However there is no harm in preparing and using a basic text, that presents in lucid and intelligible style, the essence - or something more than the essence of the learnings, marked by good selection, sequence and structure, and clothed in simple, conversational and controlled language. This would facilitate reading - and learning - by students before the discussion in class, thereby reducing the need for comprehensive lectures and saving class time for clarifications, discussions, resturcturing case discussions, further emphasis, extensions and projections, implications and applications, etc., promoting active student participation, information processing and responsible involvement at all stages of learning. This would also help students, especially the weaker ones, to prepare notes for class/tutorials, assignments, term-papers, etc., and in general facilitate effective learning.

Basic texts could probably be specially prepared by select teams rather than individuals, with a senior, experienced, mature, critical and constructive person as leader for chief author or editor and an optimum number of second level participants, chosen from those who are known to teach the paper concerned intelligently and imaginatively. They could first work out the curriculum analyses, and after

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finalising (tentatively) the content and structure, write out the drafts of the textual materials on commonly understood and appreciated styles, with suitable division of work among them. They could start in a workshop like arrangement, then carryout individual assignments in specially chosen place or at place of work, and reassemble for presentation, discussion, restructuring, rewriting (if necessary), editing and refining; The leader would obviously be responsible for completing the whole work very satisfactorily, especially for initiation, organisation and editing.

e. Suggestions on schematic representation, charts, etc.

The curriculum analysis - textbook writing team would do well to define, outline, or design and present (for printing/ duplication and supply in small size as part of the curriculum analysis/text or in a separate pack) all relevant representations, charts, etc. that could be used with considerable advantage in effective instruction in each paper. Resource centres like the one suggested above could possibly design and duplicate such aids for supply or sale at attractive rates. Audio tapes, slides, videotapes, etc, could also be prepared and sold or lent at reasonable rates by such resource centres.

f. Test materials, laboratory and ET equipment

Facilities for practical work, - as suggested in the curricula - should be planned, collected/constructed, progressively built up, and optionally utilised by each institution concerned, finding its own resources.

g. A comprehensive question bank

For each paper/area with focus on all important concepts, principles, processes, theories, other structures and systems, and their analysis, criticism, interpretation, synthesis, implication, application, etc. framing a large number of short essay type and short answer type questions (not necessarily objective type items) with a view to exerting healthy influence on selection, emphasis and coverage in teaching and evaluation in the courses.

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TERMS OF REFERENCE VI

- Training for Teachers in order to Impart Education According to the Revised Curriculum
- Experts for Conducting the Orientation Programme/ Directors of the Refresher Courses
- Institutions where the programme should be conducted
- Networking Arrangements

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10.0 TRAINING FOR TEACHERS IN ORDER TO IMPART EDUCATION ACCORDING TO THE REVISED CURRICULUM

Significance of Orientation Programme

Many of the teachers engaged in teaching the post-graduate courses in Education in the Universities and Colleges through out the country may need a planned effort at updating their information and knowledge in order to do justice to the revised curriculum as prepared by the U.G.C. Curriculum Development Committee. Non-availability of the standard sources of reference literature in most of the cases and insufficient formal background in the related disciplines could be the reasons which might possibly be contributing to the difficulties experienced by teaching personnel at post-graduate level. To overcome the difficulties and to guarantee the positive involvement of teacher in dealing with the proposed curriculum in greater depth and wider range, the following orientation programme is suggested.

Objectives of the programme

a. To update the knowledge and understanding of teachers in the respective areas of specialisation.

b. To acquaint the teacher with the reference material and other sources of knowledge relevant to their respective areas of specialisation.

c. To expose them to the pedagogy appropriate to their fields of specialisation with respect to curriculum, methodology and evaluation.

Ways of Orientation

1. Organisation of four week refresher courses in which seminars, symposia, discussion and field work could be conducted.

2. Distance education as follow-up orientation programme.

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Scope

The Orientation programmes should be organised in all the papers proposed in the revised curriculum.

10.1 Experts for conducting the Orientation Programme/ Directors of the Refresher Courses

a. The members of the UGC Curriculum Development Committee who were responsible for preparation of various courses could be assigned job of conducting the said refresher courses.

b. The Co-ordinator, National Curriculum Developmennt Committee will prepare the list of experts,according to the various tasks assigned to and accomplished by the different members of the committee who in turn will suggest a panel of 10 experts,representing as far as possible the different regions,and these experts will prepare the orientation programmes for different course region wise.

c. The experts may prepare the comprehensive lead papers on various topics with annotated textual material which could be presented in the refresher courses.

d. The panel of experts for the different regions of the country may prepare detailed programmes of presentation of lead papers, issues to be discussed, reference literature to which the teacher educators need to be exposed.

e. The expert panel may assigned with the task of establishing contacts with the post-graduate departments of Universities and Colleges in order to identify and attract the target group to ensure the latter's maximum participation in the workshops.

f. The orientation programmes should be subjected to continuous evaluation at all levels including the performance of experts, participation of target groups, materials used.

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10.2 Institution where the programme should be conducted.

Select Departments of Education of various Universities in the different regions of the country, depending on their strength and specialisation, are to be entrusted with the orientation programme on a long-term basis. The necessary infrastructure for the imparting of the programme has to be build up with special assistance from the U.G.C.

10.3 Networking Arrangements

As resources are scarce and identified expertise requires focussed efforts,networking arrangements among identified institutions to extend facilities for service would be particularly beneficial to the cause of teacher education.

A national agency to co-ordinate the orientation programmes can rationalise resources.

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RECOMMENDATIONS

- Finalisation of the Curriculum
- Action to be Initiated to Implement the Curriculum
- Agencies, Institutions and Bodies for Implemenation of the Curriculum

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11.0 RECOMMENDATIONS

Curriculum change is a complex process which involves the interaction of objectives, methods, materials and personnel. Its effectiveness is characterised by movement from one position to another, for each of these components singly and as an integrated whole. A conscious effort at change has to follow the preparation of the new curriculum, to prevent the stagnation which is often seen in the implementation process, the misplaced emphasis on a few activities that results in gaps, the gradual dilution of standards when the curriculum is handled by a large body of personnel with varying interests, capabilities and expertise and who are not direct participants in the process of curriculum development, and the unpredicability of institutional conditions for implementation.

The recommendations for the implementation of the curriculum are intended to:

(1) enable the implementation process to be initiated and carried out smoothly, with adequate support and close monitoring at the State, Regional and National levels.

(2) provide a stable framework for Curriculum Development as an ongoing process, incorporating preparation, implementation and evaluation as continuing activities.

(3) raise the standard of post-graduate teaching in education for which Curriculum Development is a critical but not the only requirement, with curriculum development as the starting point for action.

(4) develop curriculum development as an important area of inquiry within the discipline of education.

(5) initiate discussion and debate at the National, Regional and State levels on the curriculum.

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Categorisation of Recommendations

The recommendations are presented as:

A. steps to be taken to finalise the curriculum and recommendations for effecting them.

B. actions to be initiated to implement the curriculum and recommendations for carrying them out.

C. details of structure required to initiate, co-ordinate and evaluate the implementation of the curriculum and to do further studies in the area and recommendations concerning agencies, institutions and bodies needed.

A. Finalisation of the Curriculum

A.1. Steps to be taken to finalise the Curriculum

The following tasks remain to be completed before a final curriculum can emerge.

1. The modules of the four core papers need to be refined.
2. The basic and further readings have to be categorised modulewise, from the total bibliography.
3. Elective papers have to be presented as modules.
4. Bibliography for elective papers need to be completed.
5. Basic books for core papers require to be written.
6. The content of specific teacher training programmes need to be further detailed.
7. The reactions of teacher educators to the curriculum have to be obtained and the curriculum modified on this basis.

A.2. Recommendations for finalisation of the Curriculum

To complete the above mentioned tasks for finalisation of the curriculum it is recommended that:

1. the U.G.C. Curriculum Development Centre at the Department of Education, University of Kerala, be requested to continue functioning for another one year with a fresh budget allocation and change in manner of functioning.

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2. the present national committees be permitted to continue and to meet at least four times to complete the curriculum for the different specialisation papers.

3. six workshops to be organised of ten days duration to translate the curriculum for the specialisation papers into modules, with experts identified in terms of the particular expertise required.

4. the curriculum prepared by the Curriculum Development Centre to be discussed and modifications made before it is accepted and implemented.

To enable focussed discussion on the Curriculum the following suggestions are made:

a. National Meeting

The draft curriculum should be discussed at a National Meeting of U.G.C. officials, the Curriculum Committee members and twenty invited teacher educators (Deans and Professors of Education) from all over the country.

b. Regional Seminars

Six regional seminars, organised by U.G.C. in collaboration with six Departments of Education, at which teacher educators, administrators, research workers and other personnels in the field of teacher education, including those involved with the under-graduate programme, are to be given the opportunity to discuss and react to the draft curriculum.

c. State Level Seminars

State Level Seminars organised by the U.G.C. and the University Departments of Education, at which concerned teaching faculty of Master's course in education discuss and give their reactions to the curriculum.

B. Action to be initiated to implement the Curriculum

B.1 Understanding the context for implementation

To implement the new curriculum certain background information is required. The Curriculum committee has provided a status survey of the existing curriculum in

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terms of structure, papers, and scheme of evaluation, but has not provided information on facilities in institutions and particular competencies required for teacher orientation, as it lay beyond its scope.

To obtain this information it is recommended that:

1. a National Survey on existing conditions in teaching departments to be conducted and a report prepared.

2. a National Committee to be entrusted with this task, with the necessary sponsorship facilities annd finances provided by U.G.C.

3. National, Regional and State agencies to be represented through:
   (a) membership in committees
   (b) participation in the survey

B.2 Dissemination of Information on the curriculum

The curriculum requires a large number of personnel for its actual implementation and the involvement of both active and passive members of a wider community for its acceptance and use. The rationale for the changes have to be spelt out and debated to establish the relevance for the changes. The curriculum has to be understood before it is translated and one of the important tasks for effective implementation is discussion of the ideas and materials of the curriculum. The rationale, objectives, structure and other elements have to be clearly explained particularly when the changes have been very significant. The present curriculum has given a changed structure to the course and the duration of the course has been lengthened. The full implications of these changes need to be analysed and communicated. The curriculum has also been presented through modules. The use of modules is not widespread as yet, particularly in certain disciplines of which education is one. An understanding of the principles and procedures involved in the modular approach, and of the requirements for implementation have to be built-up.

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The following recommendations are made for exposure of the curriculum.

1. Publication of a Curriculum Bulletin which would provide the required information on the characteristics of the curriculum and its widespread circulation through a network of State, Regional and National agencies.

2. Organisation of local based small group discussion/seminars with national resource persons for clearing doubts and identifying particular hindering factors.

3. Arrangement of National level lectures on the curriculum to place the curriculum in a wider perspective.

4. Publication of articles in the media by eminent educationists on the existing conditions, indicating the need for change and presenting the possibilities of the new curriculum.

5. Specific literature to be prepared and seminars to be organised on the modalities for use of modules in teaching to orient teachers with the requirement for effective teaching through modules.

B.3 Development of materials to support the curriculum

The materials required have been spelt out earlier

They include:

1. comprehensive and annotated bibliographies.
2. different papers of the prescribed curriculum.
3. reports of curriculum analysis of papers which would serve as Handbooks.
4. basic texts and translations.
5. supportive audio-visual materials.
6. educational technology hardware and software
7. test materials
8. comprehensive Question Bank.

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To provide these materials the following actions are suggested:

1. Compiling and collating tasks are to be completed at the existing Curriculum Development Centre as part of finalisation of the curriculum.
2. Materials required are to be prepared at creative workshops with specially invited participants.
3. Systematic curriculum analysis to be initiated at the identified national centre.

To initiate and complete these actions the following recommendations are made.

1. Agencies, institutions and bodies at the State, Regional and National levels are to be set up for the tasks. These are spelt out in
2. Departments of Education have to be provided the capability to utilise the materials prepared through adhoc grants for the purpose from the U.G.C.

B.4 Development of Curriculum as an area of Inquiry

Curriculum Development has grown as an area of inquiry and it now requires focussed attention both in terms of theory and practical applications. To reflect this development and to enable the departments of education to provide leadership in the area of curriculum development in other disciplines as well the following recommendations are made.

1. Systematic curriculum analysis has to be undertaken and the results reported by National and Regional Curriculum Development Centres established for the purpose.
2. Research in curriculum related areas has to become the focus of concern of research scholars and the teaching faculty.

To enable a large number of research workers to be engaged in the work it is recommended that:

a. UGC allot research scholarships specifically for research in curriculum at the doctoral and post-doctoral levels. Research Associates and Research Assistants for Curriculum research to be appointed in all University Department of Education.

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b. Curriculum research to be included in the Research agenda of national agencies.

c. Experts in curriculum studies from foreign universities be invited as visiting Professors in Departments of Education.

B.5 Strengthening of Departments of Education in terms of physical facilities, teaching personnel and scope of functioning

Strengthening of Departments of Education

To enable Departments to implement the curriculum meaningfully certain vital requirements need to be provided. They include:

1. adequate library
2. reprographic facilities
3. computer and video units
4. testing materials
5. adequate staff structure

Based on the status survey findings as suggested earlier, the requirements for each Department need to be worked out.

To enable this task to be completed it is recommended that UGC Commission for different regions be set up with six members to inspect each department, in the identified area and analyse its requirements and report to the U.G.C.

C. Agencies, Institutions and Bodies for implementation of the curriculum

A systematic structure for implementation of the curriculum is required if the initiative taken in the curriculum development is to have the follow through.

The agencies, institutions and bodies of the structure could (1) disseminate information on the rationale of the curriculum developed, on the capabilities and resources required on the part of the education system, and on the new approaches needed in inservice training.

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(2) provide the support system required in terms of direction, materials and personnel, (3) engage in field-data collection which would serve as a framework for assessing effectiveness and (4) sponsor all the actions recommended in an integrated manner. Careful continuous monitoring of the implementation of the curriculum requires a process of constant communication and feedback. The suggested structure is outlined here:

1. A NATIONAL CURRICULUM DEVELOPMENT CENTRE to be established by U.G.C.

   This Centre will:

   (a) integrate the different activities for finalising the development and implementation of the curriculum.

   (b) disseminate information on the descriptive characteristics of the new curriculum through its various publications.

   (c) publish the results of research in Curriculum Development through the Journal of Curriculum Studies.

   (d) arrange guest lectures at the National level on Curriculum related areas.

   (e) identify experts in the area of Curriculum Development and provide resource personnel.

   (f) organize National seminars on the different issues in Curriculum Development and Implementation.

   (g) prepare resource materials, including textbooks, through group and individual efforts to support the new curriculum.

   (h) develop programmes for teacher training in collaboration with regional centres and teacher training institutions.

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(i) develop tools and materials for evaluation of curricular outcomes.

(j) organise a curriculum materials library to serve as the nodal centre for curriculum research and studies.

(k) carry out research studies in the area of curriculum.

(l) edit and publish the Journal of Curriculum Studies.

Note: The present UGC Curriculum Development Centre at the Department of Education, University of Kerala which has also been identified for Special Assistance by the University Grants Commission with Curriculum Development as an important thrust area has the potential to be organized into the National Curriculum Development Centre.

2. SIX REGIONAL CURRICULUM DEVELOPMENT CENTRES to be identified by UGC with networking arrangements with the National Centre to provide leadership in Curriculum Development in defined areas. Departments of Education in six universities could be identified by the UGC for this purpose.

Regional Centres will:

(a) co-operate with the national centre in all its activities

(b) publish and distribute curriculum bulletins to teacher education institutions in the region

(c) organize regional seminars

(d) disseminate information on the curriculum

(e) provide leadership for teacher training activities in the area

(f) carry out research studies in the area of curriculum

(g) organise libraries in identified areas of specialisation within Curriculum Development

(h) arrange lectures on curriculum related areas

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3. TEN TEACHER TRAINING INSTITUTIONS to be established in the Universities by the U.G.C. which would work in close collaboration with Regional and National Centres.

Teacher Training Institutions will:

(a) organise different types of inservice programmes for teachers of Post-graduate Courses in the area;

(b) distribute curriculum bulletins to the teachers;

(c) obtain feedback from teachers and communicate to Regional and National Centres

(d) co-operate with Regional and National Centres in all their activities

(e) carry out action research studies

4. CURRICULUM IMPLEMENTATION CELLS to be established in atleast one University Department of Education in each of the States not covered by the National and Regional Curriculum Development Centres.

Curriculum Implementation Cells will:

(a) monitor the implementation of the Curricula at the state level;

(b) provide feedback information to teacher training istitutions, regional centres and national centres.

5. CURRICULUM MATERIALS UNITS to be an integral part of the National and Regional Curriculum Development Centres for the preparation of resource materials for development and implementation of the new curriculum.

Curriculum Materials Units will:

(a) collect curriculum materials and resource materials from differet institutions for study;

(b) prepare materials according to local requirements;

(c) disseminate information on materials available;

(d) prepare new materials

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6. DEPARTMENT OF CURRICULUM STUDIES

Certain Departments of Education which have the interest and the capability are to be identified and assisted for teaching and research in specilisations within the area of Curriculum, through the different programmes of the UGC for ad-hoc grants, research support and special assistance.

7. A STATUTORY BODY FOR NATIONAL CURRICULUM DEVELOPMENT IN HIGHER EDUCATION with sub-committees in each discipline to function under the aegis of the U.G.C.

The Statutory Body will:

(a) monitor the total process of curriculum evaluation;

(b) provide initiative and new directions in curriculum development:

(c) identify and maintain a list of experts in curriculum development;

(d) select guest lecturers to deliver lectures on curriculum related areas;

(e) initiate action for national level seminars on curriculum development;

(f) provide a forum for discussion and debate on curriculum issues.

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RECOMMENDATIONS IN BRIEF

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11.0.1 RECOMMENDATIONS IN BRIEF

(a) For finalisation of the curriculum

1. The UGC Curriculum Development Centre at the Department of Education, University of Kerala to continue functioning for another one year with a re-drawn budget allocation and change in the manner of functioning.

2. The present National committees to continue and to meet at least four times to complete the work on the present curriculum for the different specialisation papers.

3. Six workshops to be organized of ten days duration to translate the curriculum for the specialisation papers into modules, with experts identified in terms of the particular expertise required.

(b) For implementation of the Curriculum

4. The curriculum prepared by the Curriculum Development Centre to be discussed and modifications made before it is accepted and implemented. To enable focussed discussion in the curriculum the following suggestions are made.

   (a) A National meeting of UGC officials, the curriculum committee members and twenty invited teacher educators from all over the country to discuss the curriculum.

   (b) Regional Seminars, organised by UGC in collaboration with six departments of education at which teacher educators, administrators, research workers and other personnel in the field of teacher education, including those from under-graduate programme, to discuss and react to the curriculum.

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(c) State level seminars organised by UGC and the University Department of Education at which concerned teachig faculty of Master's course in Education discuss and give their reactions to the curriculum.

5. A National survey to be conducted on existing conditions in teaching departments.

6. Arragement of national level lectures on the curriculum to place the curriculum in a wider perspective.

7. Publication of articles in the media by eminent educationists, on the existing conditions, indicating the need for change and presenting the possibilities of the new curriculum.

8. Specific literature to be prepared and seminars to be organised on the modalities for use of modules in teaching.

(c) Development of Materials to support the curriculum

9. Creative workshops to be organised for preparation of materials to support curriculum such as basic books, technology software, reading lists etc.

(d) Agencies and Bodies for the implementation of the Curriculum

10. A National Curriculum Development Centre to be established by the UGC.

11. Six Regional Curriculum Development Centres need to be identified.

12. Ten Teacher Training Institutions are to be established.

13. Curriculum implementation cells to be established.

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14. A statutory body for National Curriculum Development in Higher Education is to be constituted.

(e) Development of Curriculum as an area of inquiry

15. Capabilities of Departments of Education need to be strengthened to contribute to curriculum studies.

16. Publication of a Journal of Curriculum Studies and a Curriculum Bulletin with widespread circulation through a network of state, regional and national agencies.

17. Research scholarships to be alloted especially for research in curriculum at the doctoral and post-doctoral levels. Research Associates and Research Assistants for curriculum research to be appointed in all University Departments of Education.

18 Curriculum research to be included in the research agenda of national agencies.

19. Experts in curriculum studies from foreign Universities be invited as visiting Professors in Departments of Education.

Action Required by U.G.C. on the Recommendations

(a) For finalisation of the Curriculum

1. Sanction to be given to the Curriculum Development Centre in the Department of Education to complete the work with the necessary change in functioning and with required financial assistance

2. Convene (a) National Meeting to discuss the curriculum (b) Regional Seminars participating six Deaprtments of Education to discuss and react to the Curriculum, (c) State Level Seminars inviting teaching faculty

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Gandhi Memorial College Of Education Bantalab Jammu

of Master's course in Education to discuss and give suggestions to the Curriculum

(b) For implementation of the Curriculum

3. Identify and establish

   (a) A National Curriculum Development Centre.
   (b) Six Regional Curriculum Development Centres.
   (c) Ten Teacher Training Institutions.
   (d) Curriculum Implementation Cells.
   (e) Curriculum Materials Units.
   (f) Departments of Curriculum Studies.

4. Strengthen existing Departments of Education through ad-hoc specific grants and services of experts in the area of Curriculum Development.

5. Constitute a statutory body for Curriculum Development in Education

6. Organise creative workshops for preparation of materials to support curriculum

This Curriculum is not final or closed. It is presented as a sounding board for expression of various viewpoints. It is hoped that through a process of synthesis, tryout, review and evaluation and through actual participation of a large number of educationists, a balanced curriculum would emerge that could translate effectively the challenging goals set for education in our country.

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APPENDICES

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12.0 APPENDICES

1.	Appendix-1	UGC letter regarding formulation & Functions of the Centre
2.	Appendix-2	Reports of the meetings
3.	Appendix-3	Request for detailed syllabi
4.	Appendix-4	List of syllabi consulted
5.	Appendix-5	Draft syllabi of the core papers prepared by the Faculty
6.	Appendix-6	Core papers in the different Universities
7.	Appendix-7	Request to various departments for details of existing course at P.G. level
8.	Appendix-8	M.Ed. Course in Indian Universities
9.	Appendix-9	Existing curriculum for the M.Ed. course in Indian Universities
10.	Appendix-10	Master of Education - Admission requirements, duration etc.
11.	Appendix-11	Universities which prescribe the duration of M.Ed. course as two Semesters/Terms
12.	Appendix-12	Optionals offered for M.Ed. course in Indian Universities
13.	Appendix-13	Letter inviting the preferences of various Universities regarding the structure of the Master's course to be finalised
14.	Appendix-14	Syllabi of Core Papers modified by the committee
15.	Appendix-15	UGC letter for preparing syllabi as modules
16.	Appendix-16	Modules - Note on Modular Approach

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Appendix - 1

Prof. S.K. Khanna,
Secretary

University Grants Commission
Bahadurshah Zafar Marg
New Delhi-110 002.

D.O.No.F.2.19(Edn.)/85(CDC)

12th March, 1986.

Dear

You are no doubt aware that curricula and courses of study need continuous development and modernisation. While the universities are doing the work individually, it has been felt that some work in this regard should also be done at national level. The University Grants Commission has therefore decided to set up Curriculum Development Centres at various universities to undertake this task.

I am happy to invite your university to participate in the Curriculum Development Centre programme in Education. The necessary guidelines are enclosed herewith. This work should be taken up expeditiously. I would request you to identify a faculty member of the concerned department as the Co-ordinator of this activity who would correspond with us directly. The necessary funds for implementing this programme would be sanctioned thereafter.

With regards,

Yours sincerely,

Sd/-
(S.K.Khanna)

Prof.P.S. Habeeb Mohammed,
Vice Chancellor,
Kerala Univ.,
Trivandrum.

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Appendix - 2

REPORT OF THE FIRST MEETING OF THE NATIONAL COMMITTEE FOR CURRICULUM DEVELOPMENT FOR EDUCATION, POST-GRADUATE LEVEL

Venue: Department of Education, University of Kerala, Trivandrum-14.

Dates: 3rd to 6th December 1986.

The first meeting of the National committee for Curriculum Development for Education - Post-graduate level - was held in the Department of Education, University of Kerala from 3rd December 1986 till 6th December 1986.

Members Present

1. Prof. A. Sukumaran Nair
2. Prof. D.B. Desai
3. Prof. R.N. Mehrotra
4. Prof. P.R. Nayar
5. Dr. Lokesh Koul
6. Dr. K.L. Pandit
7. Dr. Ramjee Prasad Singh
8. Dr. L.C. Singh
9. Mr. P.I.A. Karim
10. Dr. M.S. Gomathy Ammal
11. Dr. Vasantha Ramkumar

Dr. (Miss) Bengalee, Dr. S.N. Singh and Dr. S.C. Sharma, members of the Committee had expressed their inability to attend the meeting due to other urgent official engagements.

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Agenda

WEDNESDAY - 3.12.1986

Inauguration -	Dr. A. Sukumaran Nair, Pro-Vice Chancellor, University of Kerala
Session I:	(a) Report by Co-ordinator (b) Reactions of members
Session II:	Review of Existing Curriculum: Objectives and Structure
Session III:	Review of Existing Curriculum - Content
Session IV:	Review of Existing Curriculum - Content

(Contd.....)

THURSDAY - 4.12.1986

Session I:	Framing of New Curriculum: Objectives and Structures
Session II:	Framing of New Curriculum: Content/ Bibliography
Session III:	Framing of New Currciulum: Content/ Bibliography (Contd.....)
Session IV:	Framing of New Curriculum: Preparation of Textual Materials

FRIDAY - 5.12.1986

Session I:	Framing of New Curriculum: Teaching Strategies
Session II:	Framing of New Curriculum - Teaching Strategies
Session III:	Framing of New Curriculum - Evaluation
Session IV:	Framing of New Curriculum - Evaluation

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SATURDAY - 6.12.1986

Session I:	Framing of New Curriculum - Identification of Electives
Session II:	Framing of New Curriculum - Formation of Working Groups
Session III:	Framing of New Curriculum - Planning Future Sessions

Wednesday - 3.12.1986 - Inauguration

Dr. Vasantha Ramkumar, Professor and Head, Department of Education, University of Kerala, Co-ordinator, UGC Curriculum Development Centre for Education, welcomed the Pro-Vice-Chancellor and members of the Committee on behalf of the Curriculum Development Centre and the Department of Education. Dr. A. Sukumaran Nair, Pro-Vice-Chancellor of the University of Kerala, inaugurated the meeting with his introductory remarks. Dr. Nair surveyed the existing curricula and identified its main weaknesses.

Mr. P.I.A. Karim, Reader, Department of Education proposed the vote of thanks.

Wednesday - 3.12.1986 - Session II

The Co-ordinator presented to the Committee the guidelines prescribed by the UGC for the development of the Curriculum for the Post-graduate level and the time-bound programme prescribed by the UGC.

The actions taken by the Co-ordinator prior to the the meeting were also reported. They included:

1. Forming the Committee, writing to the members for their consent and obtained their biodata.

2. Writing to all the Universities in India requesting for their syllabi and course details, and repeating the request after a month.

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3. Analysing the syllabi and course details received from thritysix Universities and preparing:(a) a curriculum overview and (b) draft syllabi in Core subjects. The faculty members of the department on the committee had been entrusted with these reports.

4. Sending the draft curriculum to all the members of the Committee for study and preparation of new currciula.

5. Sending the overview to all the members of the Committee

6. Writing to the Co-ordinators in other Centres to obtain reports of their activities.

7. Preparing a tentative reading list for the papers for which the draft curricula were prepared.

The members gave their reactions to the report presented. After considering the guidelines, the time available, the work already done and the reports from other co-ordinators, the following decisions were taken.

1. To critically examine the existing curricula and structure of the courses offered at the Masters' level in education.

2. The courses and the structure for the courses to be offered on the recommendation of the committee were to be decided upon.

3. The paper to be offered consequent to the decisions on new courses and structure were to be identified.

4. The distinction between: Foundation and Optional papers were to be maintained.

5. The draft curricula for the foundation courses were to be prepared by the Committee by forming working groups.

6. The draft curricula so prepared were to be circulated.

7. The curricula for the core papers were to be finalised at the next meeting.

8. The optional papers and their organisation were to be decided upon.

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9. The members were to take on the responsibilities for preparing the draft curricula for the optional papers during the period before the next meeting.

10. A joint meeting of the Post-Graduate and Under-Graduate Committee was to held, preferably at the next meeting.

11. The next meeting which was to be joint meeting was scheduled for March 1st Week 1987. Dr.P.R. Nayar offered to that the meeting at Mysore.

12. The committee decided to conform to the time-bound programme of the UGC as far as possible.

13. Satellite Committee to be formed to develop the Curriculum on subjects where experts were avilable within the committee, with one committee member as Chairman for each such committee.

14. The proposals of the committee to be circulated to experts in education in all Universities for comments.

3.12.1986 - Session III

The overview on structure of the M.Ed. courses prepared by the Department of Education, University of Kerala, was presented and discussed. The alternative possibilities discussed were:

1. Continuing the present one year M.Ed. course with change in content and evaluation.

2. Changing the 1 year M.Ed. to a 2 year M.Ed. course and making it more specialised.

3. Integrating the B.Ed. and M.Ed. into a 2 year M.Ed. course with possibilities for producing teachers and other specialists through a new programme at the second year.

4. Offering M.A. Education also with M.Ed., with difference in objectives, content and student body.

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After discussing the merits and demerits and needs for the different courses it was decided to offer alternative models for selection by Universities, taking into consideration the wide differences all over the country. The tentative models were:

1. Integrated M.Ed. course of two years, including B.Ed.

2. Two year B.Ed. course with two types of student body. (i) who would enter teaching (ii) who would enter other roles in education. Entry qualification would be B.Ed. and/or B.A./B.Sc., M.A./M.Sc.

3. M.A.Education with entry qualification as Bachelor's Degree in a discipline intended to provide (1) Personnel like any other master's courses and(2) Specialists in Education who could move on to do M.Phil and Ph.D.

The members then individually analysed the syllabi from different Universities and continued the work even after the formal meeting was over.

Thursday - 4.12.1986 - Sessions I and II

The objectives of the M.Ed. course were discussed and finalised, in the context of the different positions that the M.Ed. holders could be called upon to hold, the development of the discipline, the changing needs of society, and the need to equip the individuals to enter the Twentyfirst Century.

The papers to be offered were then discussed in relation to the objectives and within the context of the overview of the course prepared by the Department of Education. A tentative list of foundation papers were prepared and the criteria to be applied in preparing the content of these papers were also identified. The need to retain research as a compulsory component of the M.Ed. course was debated. The possibilities of introducing it as an optional was explored.

Thursday - 4.12.1986 - Session III and IV

The general outline for development of curricula for the foundation papers were drawn up. The outline was to contain (1) objectives (2) content (Units) (3) suggested student activities (4) Teaching strategies (5) Evaluation procedures (6) References.

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The General syllabi framed were to be further analysed and rewritten as modular units with specific objectives, content, student activities, teaching strategies, evaluation procedure and references. It was particularly decided that the references given at this stage would be in terms of pages and chapters and not as whole volumes.

The Committee then broke up into the following groups to prepare the curricula for the foundation papers.

Group I	Philosophy of Education - Dr. Desai, Dr. Pandit and Dr. Gomathy Ammal
Group II	Sociology of Education - Dr. Desai, Dr. R.P. Singh, Mr. P.I.A. Karim and Dr. Vasantha Ramkumar
Group III	Psychology of Education - Dr. P.R. Nayar and Dr. R.P. Singh
Group IV	Research Methodology in Education - Dr. Mehrotra, Dr. Koul and Dr. L.C. Singh

Friday - 5.12.1986 - Session I, II, III & IV

The different groups prepared the draft curricula for the core papers in the forenoon sessions. During the afternoon session the draft syllabi prepared were discussed one by one and additions and modifications were made wherever necessary. The following decisions were taken.

1. It was decided that copies of the draft curricula were to be made by the Trivandrum Centre and circulated among all members for further study.

2. Members who had prepared the different curriula in groups as well as other members were to discuss the draft curricula with others in their departments and/or outside who could contribute to it and finalise the curricula before the next meeting.

3. Comments on the draft curricula were to be communicated to the Co-ordinator before the next meeting.

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4. Changes, if any, were to be communicated to the members.

5. The final curricula were to be framed at the next meeting.

6. Members were to prepare bibliographies for the papers and send them to the co-ordinator, to make master copies.

Saturday - 6.12.1986 - Sessions I, II, III

All the sessions were devoted to the discussion on optionals for the M.Ed. Course. The optionals now being offered in the Indian Universities were discussed and the important ones identified. It was decided that:

1. Optionals would be grouped into areas with 3 papers in each area.

2. A candidate would be permitted to offer two papers from one area and one from another.

3. Members would take on the responsibilities of preparing the draft syllabi for the electives which would be discussed at the next meeting.

4. The following electives were identified

1. Special Education
2. History of Education
3. Educational Administration and Management
4. Educational Technology
5. Comparative Education
6. Pre-Primary and Primary Education
7. Guidance and Counselling
8. Teacher Education
9. Technical and Vocational Education
10. Curriculum and Evaluation
11. Higher Education
12. Social and Distance Education

The allocation of work on electives was also done

1. Special Education - Dr. P.R. Nayar
2. Educational Technology - Dr. Lokesh Koul
3. Guidance and Counselling - Dr. L.C. Singh

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4.	Curriculum, Teaching and Evaluation	- Dr. P.R. Nayar
5.	History of Eduation	- Dr. Pandit
6.	Comparative Education	- Dr. R.P. Singh
7.	Teacher Education	- Dr. L.C. Singh
8.	Higher Education	- Dr. R.P. Singh
9.	Educational Administration and Supervision & Educational Management	- Dr. D.B. Desai
10.	Pre-Primary and Primary Education	- Dr. Pandit
11.	Technical and Vocational Education	- Dr. P.R. Nayar
12.	Social Eduation	- Mr. P.I.A. Karim
13.	Nonformal and Distance Education	- Dr. P.R. Nayar
14.	Science Education	- Dr. Vasantha Ramkumar
15.	Language Education	- Dr. Vasantha Ramkumar
16.	Social Science Education	- ,,
17.	Maths Education	- ,,
18.	Women's Education	- Dr. Vasantha Ramkumar & Dr. M.S. Gomathy Ammal
19.	Rural Education	- Dr. P.R.Nayar

The meeting concluded with Dr. Lokesh Koul thanking the Faculty of the Department of Education, University of Kerala, and Dr. Vasantha Ramkumar, Co-ordinator expressing her thanks to the members for their wholehearted co-operation.

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MINUTES OF THE 2nd MEETING OF THE POST-GRADUATE COMMITTEE FOR CURRICULUM DEVELOPMENT FOR EDUCATION HELD AT DEPARTMENT OF EDUCATION, UNIVERSITY OF KERALA FROM 3rd TO 6th MARCH, 1987.

A combined meeting of the Post-Graduate and Under-Graduate Committees was held on 3rd and 4th March 1987 at the Department of Education, University of Kerala.

Members Present

1. Dr. D.B. Desai
2. Dr. S.N. Singh
3. Dr. L.C. Singh
4. Dr. K.L. Pandit
5. Dr. S.C. Sharma
6. Dr. R.P. Singh
7. Dr. Lokesh Koul
8. Dr. R.N. Mehrotra
9. Dr. P.R.Nayar
10. Dr. A. Sukumaran Nair
11. Mr. P.I.A. Karim
12. Dr. M.S. Gomathy Ammal
13. Dr. Vasantha Ramkumar
14. Dr. H. Visveswaran
15. Dr. S. Rajagopalan
16. Dr. M.S. Sonar
17. Dr. S.P. Kulshrestha
18. Prof. P.S. Vijaya Raghavan
19. Dr. Suresh Shukla
20 Dr. Snehalatha Shukla
21. Dr. S.P. Balasubramoniam
22. Dr. K.R. Sivadasan
23. Dr. K.N. Lalithamma

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Agenda

3.3.1987

Session I: (a) Report by Co-ordinator
(b) Reactions by members

Session II: Discussions on existing structures

Session III: Discussions on proposed structures

Session IV: Finalisation of Structures of U.G. & P.G. courses

4.3.1987

Session I: Discussion of core papers - U.G. Level

Session II: Discussion of core papers - P.G. Level

Session III: Identification of Elective papers
U.G. & P.G. Levels

Session IV: Articulation of papers: Core & Electives.

5.3.1987

Session I: (a) Finalisation of core papers - P.G. Level.
(b) Finalisation of core papers - U.G. Level

Session II: Outline of content for core papers.

Session III: Discussion of content units

Session IV: Finalisation of content units

6.3.1987

Separate Meetings

Session I: Further discussion of content for core papers.

Session II: Discussion of content for core papers

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Gandhi Memorial College Of Education Bantalab Jammu

Session III: Discussion of content for core papers.

Session IV: Discussion of Evaluation Schemes & Further action.

The Co-ordinator gave a report of the work of the Centre since the first meeting. Since the curriculum could be framed finally only after the structure of the programme was decided upon, the Co-ordinator suggested to the group that the whole of the first day may be set apart for discussion of the structure of the course. The group felt that the new structure to be proposed for the post-graduate and under-graduate programme should take into consideration the following facts:

1. The structure of the existing programme.

2. The vastness and diversity of the conditions of the country within which changes in the structure had to be made.

3. The two levels which had to be considered together.

The problems that would arise from changing the existing structure was discussed in detail by the Committee.

The structure of the Master's degree and Bachelor's degree programme were then discussed by the members of the two committees.

4th March 1988 - Sessions I, II, III & IV

On the 4th March, 1987 the core papers of the two programmes were discussed in detail to eliminate overlapping and presence of gaps. The evaluation scheme was also discussed.

5th March 1988 and 6th March 1988

On the 5th and 6th the two committees met separately and they finalised the core papers and the outline of the content.

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Gandhi Memorial College Of Education Bantalab Jammu

The list of electives and outline of the content of the electives were also discussed. The last session of the meeting was devoted to initiating discussion, on the evaluation schemes and deciding on the future plan of action.

The individual experts from outside the Committee to prepare the syllabi for the different elective groups were also identified.

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REPORT OF THE THIRD MEETING OF THE COMMITTEE FOR CURRICULUM DEVELOPMENT : POST-GRADUATE LEVEL

Venu: Department of Education, University of Kerala

Date: 20.6.1987 to 25.6.1987

Members Present

1. Dr. A. Sukumaran Nair
2. Dr. D.B. Desai
3. Dr. S.N. Singh
4. Dr. Lokesh Koul
5. Dr. K.L. Pandit
6. Dr. L.C. Singh
7. Dr. S.C. Sharma
8. Dr. R.P. Singh
9. Mr. P.I.A. Karim
10. Dr. M.S. Gomathy Ammal
11. Dr. Vasantha Ramkumar (Co-ordinator)

Agenda

20.6.1987

Session I:	(a)	Report by Co-ordinator
	(b)	Reactions by members
Session II:		Discussions of General report & U.G.C. Guidelines
Session III:		Discussion of Terms of References
Session IV:		Discussion of different tasks and allocation of members

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21.6.1987

Session I:	Discussion of preparation of textual materials
Session II:	Discussion of modules : General
Session III:	Identification of characteristics of curriculum modules
Session IV:	Discussion of Modules : Curriculum
22nd, 23rd, 24th -	Group Meetings

22.6.1987

Session I:	Group Meetings
Session II:	Group Meetings
Session III:	Group Meetings
Session IV:	Combined Meeting to discuss modules for core papers

23.6.1987

Session I:	Group Meetings
Session II:	Group Meetings
Session III:	Group Meetings
Session IV:	Combined Meetings to discuss modules for core papers

24.6.1987

Session I:	Group Meetings
Session II:	Group Meetings

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Session III:	Group Meetings
Session IV:	Combined Meeting to discuss modules for core papers

25.6.1987

Session I:	Discussion of draft module
Session II:	Discussion of draft module
Session III:	Teacher Training Programmes
Session IV:	Teacher Training Programmes

The report to be completed by the Committee as specified in letter dated 1.1.1985 (Curriculum Development Centre) of the UGC were discussed at the beginning of the meeting of the P.G. Committee on 2061987. The terms of reference were discussed in detail and the different tasks were allocated among the members. .

The task of examining the existing curriculum in the different universities in the country in terms of quality as well as workload was divided among the members, each member being allotted work in relation to certain universities.

Dr. S.N. Singh has been entrusted with the work of consolidating the work of individual members in this regard and presenting it in the form of a Report.

With reference to Annexure II it was felt that a great deal of thinking has already been made during the curriculum framing stage as to how the new curriculum would promote human resource development and identify the areas which are crucial to make education meaningful in the task of national development. However, as per the instructions from the UGC the committee will again look into these aspects in detail. Dr. D.B. Desai, Dr. L.C. Singh and Dr. Vasantha Ramkumar were to prepare draft analysis.

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The committee had already prepared the curriculum for 3 core papers and also for most of the optional papers. The question of presenting the curriculum in the form of Annexure III was discussed in detail.

Dr.D.B. Desai agreed to draft suggestions regarding ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curricula.

As to Annexure VI the question of training teachers according to the revised curriculum was deferred for discussion to a later session since the financial commitment, types of courses, strategies etc. will have to be clearly outlined.

The committee expressed its awareness of the complexity of the task of preparing new textual material in the Indian Context.

The committee expressed the need for a permanent centre for preparation of materials, monitoring and implementation of the new curriculum.

The time targets of the rest of the meetings of the curriculum committee were decided. Three more meetings were felt to be essential.

The members drew up the frame work and discussed the details of a model module for the work of preparing curricular modules at the second day. This module was to be followed as closely as possible.

The committee divided itself into working groups for preparation of modules in the 3 core papers.

As the work of writing modules require supporting help, the staff members of the Department of Education were invited to extent their services.

Accordingly Dr. K.R. Sivadasan, Dr.K.N. Lalithamma, Dr. Mercy Abraham and Dr. P.M. Jaleel were invited.

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The following groups functioned.

Group No.	Name of Paper	Persons involved
Group I	Philosophy of Education	1.Dr.D.B.Desai 2.Dr. K.L.Pandit 3.Dr.M.S.Gomathy Ammal 4.Dr.S.C.Sharma
Group II	Sociology of Education	1.Dr.S.N.Singh 2.Sri.P.I.A.Karim 3.Dr.P.M.Jaleel*
Group III	Psychology of Education	1.Dr.R.P.Singh 2.Dr.Mercy Abraham*
Group IV	Research Methods and Statistics	1.Dr.Lokesh Koul 2.Dr.L.C.Singh 3.Dr.K.R.Sivadasan* 4.Dr.K.N.Lalithamma*

*Faculty Members of the Dept. of Education

Special group for preparing notes vide Annexure 2, 3 & 5 were made. The group will consists of the following members:

1. Dr. D.B.Desai
2. Dr. L.C.Singh
3. Dr. Vasantha Ramkumar

On 22nd, 23rd and 24th the groups met separately to prepare the module. At the end of the day, a combined meeting was held to draw one module for each paper and to make changes on the basis of the suggestions.

On 25.6.1987 the committee met and made the following decisions.

1. The draft module was to be circulated to experts for comments.

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Gandhi Memorial College Of Education Bantalab Jammu

2. The curriculum for the teacher training programmes were also discussed.

3. The members who were to closely scrutinise the draft curriculum were identified.

Dr. Sharma	-	Educational Philosophy
Dr. S.N. Singh	-	Educational Sociology
Dr. Lokesh Koul	-	Educational Research & Evaluation
Dr. R.P. Singh	-	Educational Psychology
Dr. Mehrotra	-	Research Methods and Educational Statistics

4. To send the draft curriculum module to the UGC for comments from their experts.

5. Draft Modules for Optionals

The following is the allocation of work regarding the preparation of draft modules for optionals.

a. Administration	1. Dr. D.B. Desai 2. Dr. R.P. Singh
b. Curriculum	1. Dr. Lokesh Koul 2. Dr. Vasantha Ramkumar
c. Teacher Education	1. Dr. L.C. Singh 2. Dr. K.L. Pandit
d. Comparative Education	1. Dr. S.N. Singh 2. Dr. S.C. Sharma
e. Special Education	1. Dr. Mehrotra 2. Dr. P.R. Nayar

The optionals for writing draft modules were selected on the basis of the number of Universities offering the courses.

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Gandhi Memorial College Of Education Bantalab Jammu

MINUTES OF THE 4th MEETING OF THE POST-GRADUATE COMMITTEE FOR CURRICULUM DEVELOPMENT FOR EDUCATION

Venue: Department of Education, University of Kerala.

Date: 3rd August 1987 to 8th August 1987.

Members Present

1. Dr. A. Sukumaran Nair
2. Dr. Lokesh Koul
3. Dr. S.N. Singh
4. Dr. R.P. Singh
5. Dr. P.R. Nayar
6. Dr. L.C. Singh
7. Dr. Beena Shah
8. Mr. P.I.A. Karim
9. Dr. M.S. Gomathy Ammal
10. Dr. Vasantha Ramkumar (Co-ordinator)

Agenda

3.8.1987

Session I: (a)	Report by Co-ordinator
(b)	Reactions of Members
Session II:	Discussion of core paper - Methodology of Educational Research
Session III:	Discussion of core paper - Methodology of Educational Research
Session IV:	Finalisation of core paper - Research Methodology

4.8.1987

Session I:	Discussion of core paper - Philosophical Foundations of Education

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Gandhi Memorial College Of Education Bantalab Jammu

Session II:	Discussion of core paper - Philosophical Foundations of Education
Session III:	Discussion of core paper - Philosophical Foundations of Education
Session IV:	Finalisation of core paper - Philosophical Foundations of Education

5.8.1987

Session I:	Discussion of core paper - Sociological Foundations of Education
Session II:	Discussion of core paper - Sociological Foundations of Education
Session III:	Discussion of core paper - Sociological Foundations of Education
Session IV:	Finalisation of core paper - Sociological Foundations of Education

6.8.1987

Session I:	Discussion of core paper - Psychological Foundations of Education
Session II:	Discussion of core paper - Psychological Foundations of Education
Session III:	Discussion of core paper - Psychological Foundations of Education
Session IV:	Finalisation of core paper - Psychological Foundations of Education

7.8.1987

Session: I	Discussion on content outline for electives
Session II:	Discussion on content outline for electives

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Gandhi Memorial College Of Education Bantalab Jammu

Session III:	Discussion on content outline for electives
Session IV:	Discussion on content outline for electives

8.8.1987

Session I:	Discussion on suggested changes in core papers
Session II:	Discussion on suggested changes in core papers
Session III:	Discussion of how the new curriculum promotes human resource development
Session IV:	Discussion of how the new curriculum promotes human resource development, Finalisation of Note

The fourth meeting of the Post-graduate Committee for Curriculum Development for Education was held from 3rd to 8th August 1987. The forenoon session began with the introductory remarks by the Session Chairman Dr. Lokesh Koul. Dr. Koul summarised the work done till date and critically appraised the same. The rest of the forenoon session was devoted for the discussion on the paper on Research Methodology. The paper was read and thoroughly discussed. Some modules were also read out and discussed. The afternoon session was devoted for the discussion of paper on Psychology of Education. Dr. R.P.Singh read out the syllabus and few modules. Suggestions for improvement were put forward by members during discussion. During the afternoon session Dr. A Sukumaran Nair, Pro-Vice-Chancellor of Kerala University spoke on Research Methods and the approaches to be adopted in curriculum framing for this paper. He stressed the need for non-parametric type of research, citing several examples.

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During the forenoon session of 4.8.1987 the paper on Psychology of Education was subjected to further discussion, module wise. The modules for the three units that were assigned to Dr. P.R. Nayar was presented by him. It was suggested that there should be provision for the psychology of slow learners, conditions of forgetting etc. It was suggested to include group dynamics too. The afternoon session of 4.8.'87 was devoted for the discussion on the paper, Philosophy of Education. The curriculum and all the modules for the eleven units were presented by Dr. Pandit. Many suggestions for further improvement in the content and format of the modules were suggested by the members.

In the subsequent session Dr. S.N. Singh presented the curriculum for Sociology of Education which was discussed thoroughly in the Committee. Dr. Singh was to write the modules for this paper.

It was decided that all the modules for all the four core papers would be improved upon and submitted in the afternoon session on 5.8.1987.

The forenoon session of 5.8.'87 and the first sitting of the afternoon session were completely devoted for group work for the final drafting of the curriculum and the modules for the four papers. The final draft were presented in the second sitting of the afternoon session on 5.8.1987 and the forenoon session on 6.8.'87. Some changes were again suggested for all the papers.

In the same session discussions on select optional papers started. Individual members had been entrusted with the drafting of the curriculum for these papers. These papers were selected on the basis of the number of universities offering the papers.

Paper on Comparative Education presented by Dr. S.N. Singh was followed by discussions.

At the fifth meeting of the Committee held from 14th to 19th December,1987, it was decided to re-edit certain sections of the report of this meeting and accordingly the report has been redrafted.

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Gandhi Memorial College Of Education Bantalab Jammu

On 6.8.1987 in the 2nd session Dr. L.C. Singh presented the optional paper on Teacher Education. In the afternoon Dr. R.P. Singh presented the paper on Educational Mangement. Dr. P.R.Nayar presented the paper on Special Education and the paper on Curriculum and Instruction.

On 7.8.1987 the optional papers on Educational Management and Comparative Education were thoroughly discussed and re-framed according to changes suggested by the members. The papers on Measurement and Evaluation and Educational Guidance were also presented by Dr. Koul and Dr. Pandit respectively and were thoroughly discussed.

The first session on 8.8.1987 was devoted for a rethinking on suggested changes in the different four core papers. The second and concluding session was entirely devoted for an open discussion as to how the new curriculum for teacher education would contribute to human resource development. After detailed discussion and debate the co-ordinator requested all the members to write separate notes on this aspect and send it to her without waiting for further communication in this regard. It was decided to hold the next meeting of the committee in New Delhi during the first week of October, 1987.

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REPORT OF THE FIFTH MEETING OF THE NATIONAL COMMITTEE FOR CURRICULUM DEVELOPMENT FOR EDUCATION: POST-GRADUATE LEVEL

Venue: Department of Education,
University of Kerala, Trivandrum.

Date : 14th to 19th December, 1987.

The fifth meeting of the Post-graduate level Committee was held from 14th to 19th December, 1987 at the Department of Education, University of Kerala, Trivandrum.

Members Present

1. Dr. A. Sukumaran Nair
2. Dr. D.B. Desai
3. Dr. R.N. Mehrotra
4. Dr. S.N. Singh
5. Dr. K.L. Pandit
6. Dr. P.R. Nayar
7. Dr. S.C. Sharma
8. Mr. P.I.A. Karim
9. Dr. M.S. Gomathy Ammal
10. Dr. Vasantha Ramkumar (Co-ordinator)

Agenda

14th December, 1987

Session I : Report by Co-ordinator,
Reactions of Members.

Session II : Discussion of draft report - operational aspects.

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Gandhi Memorial College Of Education Bantalab Jammu

Session III & IV : Discussion of Draft report.
Terms of Reference I. Status Report, Critiques, Annexures completed.

15th December, 1987

Session I : Terms of Reference II.
Contribution of Curriculum to Human Resource Development, Note. Discussion.

Session II : Terms of Reference II.
Contribution of curriculum to Human Resource Development, Note. Discussion.

Session III : Terms of Reference III
Suggested Model for M.Ed. course, Discussion.

Session IV : Terms of Reference III
Suggested Model for M.Ed. Course, Discussion.

16th December, 1987

Session I : Terms of Reference IV. The Committee will suggest textual materials which would be required to follow the new curriculum. Discusson.

Session II : Discussion and Completion of Modules.

Session III & IV : Completion of Modules.

17th December, 1987

Session I : Terms of Reference V.
Note on ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.

Session II : Terms of Reference V.
Note on ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.

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Gandhi Memorial College Of Education Bantalab Jammu

Session III	: Terms of Reference V. Notes on ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.
Session IV	: Finalisation of note on ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.

18th December, 1987

Session I	: Terms of Reference VI The training of teachers in order to impart education according to the revised curriculum.
Session II	: Discussion on the training of teachers in order to impart education according to the revised curriculum.
Session III	: Discussion on the training of teachers in order to impart education according to the revised curriculum.
Session IV	: Finalisation of the note on the training of teachers in order to impart education accordinng to the revised curriculum.

19th December, 1987

Session I	: Recommendations
Session II	: Recommendations
Session III	: Curriculum on optional papers.
Session IV	: Future possibilities of Centre.

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Gandhi Memorial College of Education Bantalab Jammu

14th December, 1987

The Co-ordinator reported on the work completed and discussed the future work plans. The members gave their reactions to the suggestions. It was decided that the report of work done so far could be submitted to the UGC. Detailed work could be done at place of work of the members in case they are requested to.

The Committee decided that all the earlier reports of the meetings could be re-edited and certain sections of the report of the fourth meeting could be omitted.

The Committee then discussed the draft report on the operational details of the centre. The committee finalised it, with the co-ordinator have requested to complete certain sections. A few changes were made in the status report and the critiques.

The co-ordinator explained the difficulties involved in obtaining the information required to prepare the annexures and described the steps taken. In Annexure I full details could not be given due to non-availability of the data. The committee decided to provide the available information.

The critiques of the core papers were modified and finalised.

15th December, 1987

The different notes prepared on the contribution of the Curriculum to HRD were discussed and synthesized. The Committee was of the opinion that the difference in the role of education from other disciplines should be emphasized.

The discussion on the proposed structure of the M.Ed. Course centred mainly on the emphasis to be given to certain papers. The duration of the course was discussed very carefully. The committee decided to accept the earlier decision to extend the course by a year.

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Gandhi Memorial College Of Education Bantalab Jammu

16th December, 1987

The modules prepared by the different members of the committee were collated and made uniform. The work entailed a great deal of effort. The committee decided to record the time and labour required for conversion to modules and decided that further conversion to modules could be done only at the next stage of work and at the place of work.

17th December, 1987

The ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum were identified and outlined into a programme of action. The need to invite a large number of experts involved in a long term programme was emphasised.

18th December, 1987

Teacher training programme to support the introduction of new curriculum was discussed and finalised. The orientation programme was so prepared as to update the knowledge of the teachers and to familiarise the new methodology of teaching and evaluation.

19th December, 1987

The bibliography which was finalised as overnight work was discussed. It was decided to give a comprehensive list with this report.

The specialisations were discussed by members in groups and the course outlines framed. As there was no time and as the number of specialisation is large no attempt was made to present the papers as modules.

The main recommendaion of the committee, apart from those incorporated in the report were detailed. The future progress of the Centre were discussed and a modus operendi for implementation of the curriculum and its monitoring was drawn up.

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Gandhi Memorial College Of Education Bantalab Jammu

Appendix - 3

UNIVERSITY OF KERALA

Edn/CD/1067/86.

DEPARTMENT OF EDUCATION

Thycaud, Trivandrum-695014

Dean, Faculty of Education &
Professor and Head

9th July 1986.

The Professor & Head
Department of Education.

Sir,

Our Department is engaged in the process of developing the Curriculum at the Post-Graduate and Under-Graduate levels in Education on the guidelines detailed by the U.G.C. I am writing this to seek your co-operation in this matter.

I request you to kindly communicate to me your opinions on the changes urgently required in the existing curriculum at the Post Graduate and Under-Graduate Courses in your Universities in General.

I also request you to provide us with copies of the schemes and detailed syllabi for the (1) B.Ed. (2) M.Ed. (3) M.Phil and (4) Ph.D. courses of your University.

Thanking you,

Yours sincerely,

Sd/-
Vasantha Ramkumar
Co-ordinator,
Curriculum Development Centre

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Appendix - 4

LIST OF SYLLABI CONSULTED

Sl. No.	University	B.Ed.	M.Ed.	M.Phil./Ph.D.
1.	Aligarh Muslim University, U.P.	✓	M.A.	-
2.	Annamalai University, Tamil Nadu.	✓	✓	✓
3.	Bangalore University, Karnataka	✓	✓	✓
4.	Banasthali Vidyapith, Rajasthan	✓	✓	-
5.	Berhampur University, Orissa	-	✓	-
6.	Bharathidasan University, Trichi	✓	✓	-
7.	Bombay University, Bombay	✓	✓	✓
8.	Burdwan University, West Bengal	✓	-	-
9.	University of Delhi, Delhi	✓	✓	✓
10.	Devi Ahilya Vishwavidyalaya, Indore	✓	✓	✓
11.	Doctor Harisingh Gour Vishwavidyalaya, Sagar.	✓	✓	✓
12.	Gandhigram Rural Institute, Tamil Nadu	-	-	✓
13.	Garwal University, U.P.	✓	✓	-
14.	Gujarat University, Ahmedabad.	-	-	✓
15.	Gurukul Vishva Vidyalaya, Haridwar.	-	-	✓
16.	Guru Nanak Dev University, Punjab	✓	✓	-

✓ Syllabi consulted

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Gandhi Memorial College Of Education Bantalab Jammu

Sl. No.	University	B.Ed.	M.Ed.	M.Phil/Ph.D.
17.	Himachal Pradesh University, Shimla	✓	✓	✓
18.	Jamia Millia Islamia, New Delhi	✓	✓	✓
19.	Jawaharlal Nehru University, New Delhi.	✓	-	-
20.	University of Jodhpur, Rajasthan	✓	✓	-
21.	Karnatak University, Karnataka	✓	✓	-
22.	University of Kerala, Kerala	✓	✓	✓
23.	Kurukshetra University, Haryana	-	✓	✓
24.	University of Madras, Tamil Nadu	✓	✓	✓
25.	Maduri Kamaraj University, Tamil Nadu	✓	✓	✓
26.	Mother Teresa Women's University Kodaikanal, Tamil Nadu	-	-	✓
27.	Mysore University, Karnataka	✓	✓	✓
28.	Nagpur University, Maharashtra	B.M.Ed.	M.M.Ed.	-
29.	North-Eastern Hill University, Meghalaya	✓	M.A.	✓
30.	Osmania University, A.P.	✓	✓	-
31.	Patna University, Bihar	✓	✓	-
32.	Punjabi University, Patiala,	✓	✓	✓
33.	Rajasthan University, Jaipur	✓	-	-

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Gandhi Memorial College Of Education Bantalab Jammu

Sl. No.	University	B.Ed.	M.Ed.	M.Phil./Ph.D.
34.	Rani Durgavati Vishwavidyalaya, Madhya Pradesh	✓	✓	-
35.	Sardar Patel University, Gujarat	✓	✓	-
36.	Saurashtra University, Gujarat	✓	✓	-
37.	Shivaji University, Kolhapur, Maharashtra	✓	✓	✓
38.	S.N.D.T. Women's University, Maharashtra	✓	✓	✓
39.	Vidyasagar University, Midnapore	✓	-	-
40.	Viswa Bharati University, West Bengal	✓	✓	-

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Appendix - 5

PHILOSOPHY OF EDUCATION

1. Nature, Scope and Function of Philosophy.

2. The relationship between philosophy and education need for a philosophical framework for a teacher, and a student of education - Epistemology and education, Metaphysics and education, Axiology and education, Logic and education. Branches of Educational Philosophy - Ontology, Epistemology and Axiology.

3. Basic Problems of education: Aims and objectives- Individual and Social, Democratic and Totalitarian. Methods of Teaching, Curriculum, teacher-pupil relationship - Discipline - Work Experience.

4. Factors determining the theory and practice of education in a country - A critical evaluation of the aims of education.

5. Nature of reality, knowledge, truth and values.

6. Moral and religious bases of education in secular society with special reference to India.

7. Education for creativity.

8. Western approach to philosophical problems of education.

    1. Idealism: aims, methods, curriculum, teacher-pupil relationship, discipline.
    2. Realism "
    3. Naturalism "
    4. Pragmatism "
    5. A comparative study of the above four schools
    6. Humanism
    7. Dialectical Materialism
    8. Progressivism
    9. Reconstructionalism
    10. Existentialism

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11. Instrumentalism
12. Conservatism
13. Essentialism
14. Impact of the recent philosophical trends on Educational practices.

9. Eastern approach to philosophical problems of education.

1. Vedic, Upanishadic, Buddhist, Islamic and Christian - Buddhism and Jainism with reference to good life and knowledge.

2. Sankhya System with reference to development of personality and teacher's role.

3. Charvaka System

4. Vishista,Advaita, Dwaita and Bhakti with reference to goals of life and knowledge - Bhagavat Gita with reference to concept of Dharma and the educative process through teacher-pupil interaction.

10. Contemporary Educational Ideas influential in Indian Education with special reference to Tagore, Radhakrishnan, Krishnamoorthi, Vivekananda, Aurobindo Ghosh, Annie Besant, Gandhi, Whitehead, Rousseau, Forebel, Dewey, Russell.

11. Education in contemporary India: A philosophical critique.

12. Fundamental aspects in Educational Thinking: Indoctrination and education, Education for a democratic life, Technological humanism, Human roots of world today, Spiritual Bases of Indian Education.

13. Freedom and Authority in Education - Nature of authority and authority in educational institutions - positive and negative freedom - freedom and democracy - Academic freedom and social responsibility.

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14. Education and values: Intellectual, Social, Aesthetic, Moral, Spiritual, their inter-relationship, implications for education.

15. Contemporary Theories of curriculum development with reference to Essentialism, Perennialism, Naturalism, Instrumentalism, Reconstructionalism.

16. Concept of life-long education.

17. Formal, non-formal and informal education: their philosophic bases.

18. Education and Socio-economic and political ideologies: Individualistic, Socialistic, Democratic, Fascist, Communistic.

19. Comparative study of the Philosophy of Education of the developing West-Asian countries and developed countries, Japan, U.S.A., U.K. and U.S.S.R.

20. Philosophy of education at various stages: Pre-primary, secondary, vocational and polytechnical education.

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SOCIOLOGY OF EDUCATION

1. Sociology of Education: Its development and scope. The sociological approach.

2. Social system: Its components - social structure, cultural system, Personality system.

3. Social structure and Education - Class - religion, Caste, Tribe, and Rural-Urban stratification and education.

4. Social Control and Education - Enculturation, Socialization, rewards, customs, tradition, bureaucracy, manifest and latent controls.

5. Social change and education - Characteristic of social change, three types and relationship between social change and education.

   (a) traditional social order and recent change - education as an instrument of conservation and development of culture. Crisis of values and the role of education, historical background of Indian education, curriculum co-operation and community living.

   (b) formal and informal ways of social change. Evaluating power of social attitudes and values.

6. Modernization and education - Attributes of modernization; education as an agent of modernization.

7. School as a social system - analyzing school as an institution and as social organization.

8. Process of socialization - Social stratification, and its impact on education, social mobility and education. Teacher's role in society.

9. Sociology of curriculum - its construction and principles.

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10. Meaning of society - Social groups, classification of social groups. Family as an important group of society. Functions of family as an informal agency of education - meaning of culture, effects of culture on society. Culture as a basis for general and moral education.

11. Social interaction: Meaning and scope - various types of social interaction - role of education to bring proper balance in the society - mass media of instruction.

12. State and its function towards education -Relation of state and education. Monarchy and education - Education in aristocracy - Dictatorship and education - Democracy and education - Education in welfare state.

13. Education as a social subsystem and as a process - Concept of social system. Specific characteristics of education as a social subsystem.

14. Education as a social process
Theories of socialization - Role of family, caste and state in preservation, transmission and enrichment of culture. Change and education and social dimension of Indian Education change and education. Concept of change and planned change - Process of planned change - Functions and qualities of change agent - Approaches to religious and moral education - Humanistic and spiritual approaches. Socialistic pattern of society and education - existing educational disparities.

15. Sociological approaches to problems of education.
Impact of society on personality development. Problems of discipline at home, at school and in the community Social advance- their physical, mental, psychological, social and economic problems and the role of education in dealing with them.

16. (a) Agencies of socialization
Community - mass communication media - Forms of government - social and voluntary organization and their impact on education.

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(b) Community service - Integrated Rural Development, Community service by Youth - Twenty point programme.

17. Functions of Education

(a) Contribution to economic growth, technological change, industrialization and modernization.

(b) Equalization of educational opportunities - social stratification and mobility - removal of caste, creed and regional prejudies and social integration.

(c) Role of education in the control of population - family education in promoting environmental hygiene - economy in promoting health, conservation of value and development of good citizenship,

18. Educational Sociology - meaning and concept - social structure
(a) Primary structure - society - group - institution -community
(b) Ancilliary structure - professional organization
(c) Social interaction - integrative and disintegrative social forces - social interaction process in school.

19. Social change - family and socialization - school and socialization - community and socialization - religion and socialization.

20. Social mobility - horizontal and vertical mobility - role of education in promoting social mobility. (5 hrs. Lecture)

21. Education and economic order - Education as an investment - Education and Employment - manpower needs of the country -State's help and control over them to maintain efficiency - Problem of autonomy for higher education.
(6 hrs.) lecture and discussion.

22. Socio-metric techniques - stars - isolates
(4 hrs.) Lecture ıd discussion.

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23. Education as a social subsystem and as a social process Education as a social subsystem - Education as a social process. Theories of socialization - Process of acculturation and socialization. Role of family, caste and state in preservation, transmission and enrichment of culture.

24. Change and Education and social dimension of Indian Education - approaches to religion and moral education - Humanistic and spiritual approaches - Socialistic pattern of society and education - existing educational disparities.

25. Social Foundations for Education in India - Democracy, Socialism, Secularism, National consciousness - working with community and problem of education of weaker sections of society. Education in relation to social, economic and political system - Group Dynamics in Educational field. Education and Social change - Determinants of educational possibilities.
Study of educational sociologists- A detailed study of any one sociological innovation in education - A survey on social determinants of education and their relative importance.

26. Educational and social group - social classes and education - Caste and ethnic groups - relationship with life construction, caste and prejudices - Education and social change - Education and social mobility - Education and economic order - Education and National integration - Education and international integration.

27. Sociology of Education
Meaning of culture and aspects of cultural change - role of culture in education - Factors of society that condition education: population, social classes and castes, mobility in the social structure - languages, social organizations, economic and industrial institutions, governmental, cultural and recreational agencies, mass media.

Educational planning and social programme - Treatment should be with special reference to India.

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

1. Nature of Learning, Learning and Maturation, The Learning process and habit formation, Learning readiness a conceptual analysis. Diminishing obstacles to Achievement, Responses to failure (Retension, Forgetting, Extinction and Transfer). Remembering - methods of measuring memory improving retention. Types of memorization and the role of imagery in memory - Bartlett's theory of forgetting, Retroactive inhibition, Proactive inhibition.

2. Basic learning conditions and Types: the teaching and learning of skills, Verbal Knowledge, concepts and principles, problem solving, Creativity and Discovery teaching.

3. Factors affecting learning: Perception, Maturation, Memory, Achievement, Motivation, Simulation, Laws of Learning - Emotions and their importance. Principles of guidance in learning.

4. Transfer of Learninng: Theories of transfer - Experiments and their implications.

5. Theories of Learning: Conditioning - contiguous and operant. Two major contemporary theories of learning Behaviourist and cognitive. Connectionist theories-Thorndike, Guthrie, Field Theory of Lewin's (Topology) and Tolman's purposive behaviourism (Sign Learning Theory). Pavlov's theory of classical conditioning and its educational implications. Learning of words and Meaning through classical and operant conditioning. Skinner's operant conditioning and Programmed Learning, Reinforcing theories; Hull's systematic behaviourist theory, Functionalism and mathematical models. Gestalt theory Sign Gestalt, Psycho-dynamics.
Psycho-analysis - Freud, Adler and Jung.
Gagne's Cumulative Learning model and conditions of Learning.
Theories of Bruner and Piaget, and Ausubel's advance organizers.

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Cognitive theories and their Impact on educational practices. Points or aggrement and disagreement between the different theories. Relating learning theories to teaching in the context of various Schools of Psychology. Learning of concepts, principles, problem solving and cognitive strategies. (nature, conditions, methods, principles) Learning of skills. Psychology of school subjects.

6. Motivation in Learning: Teaching for non-academic and academic motivation, conflict of motives, self-realization as an important motivation. Role perception in Learning, teaching for permanence. Theories of motivation with special reference to Achievement and levels of aspiration. Concept and roles of drives, incentives and motivation in learning. Self-concept and ego involvement in relation to motivation and learning. Theories of self-actualisation and Achievement Motivation (Maslow and Macllano and with reference to researches done in India).

7. The Teacher: Characteristics of good teacher, concepts and correlates, enriched experience, competencies of teacher - Measurement, Professional support for learning personality, Attitudes, Aptitudes. In-service training of teachers, Innovative practices.
Psychology of teacher. Mental Health of teacher, current researches and trends for improving teaching.
Theories of teaching: Teaching models including psychological teaching model, Flander's social Interaction Models and its modification.
Atkinson's self-actualisation model, Erikson's stages of psycho-social development. Programmed Instruction, Micro Teaching. Systematic Observation of Teaching using sign and category Methods.

8. Working with class as a group - Social Evolution Theory. Co-operation and competition - Sociogram, classroom social distance - teachers' uses of sociometry, - development of social skill - group interaction to foster individuality. Classroom structure and organization (a) structural aspects,

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Co-active and interactive Structures - (b)Verbal interaction in classroom, patterns of interaction - teacher-pupil relationship (c) classroom management - influencing pupil behaviour - Experimental studies.

9. Educational Technology: Theory and Practice,Auto-instructional devices for teaching, software and hardware in learning. Programmed learning. Teaching Mechines and its uses.
Types: Linear branching - Mathetics - computer-aided instruction - Advantages and disadvantages.

10. Thinking - Psychology of thinking. Types of thinking, Convergent and Divergent Thinking, Association, Day-dreaming,Antistic thinking, Directed thinking,symbolism, problem solving, role of laguage in thinking. Semantic, differential thinking, Ideation.
Reasoning and Judgement.

11. The concept of Manas and its function according to the Indian School of Yoga.

12. Organisation of Knowledge: Herburt's theory of Appercepetive Mass, Gagne's Theory of Hierarchical structure, Ausubel's Theory of Progressive Differentiation and Integrative reconciliation, Experimental studies by Ausubel.

13. Concepts - Definition, attributes and values, Types of concepts, Bruner's study of Thinking of Concept Attainment Educational Implications.

14. A brief historical perspective of psychology.
Educational Psychology and Boundaries.
Content in the Behavioural Sciences.
Boundaries of Education.
Methods of Inquiry in Educational Psychology.
Nature, Scope and Methods of Educational Psychology: Experimental, Psycho-physical, Introspection, Observation, Clinical, Differential,Normative Survey Method, Case study and Genetic Method.
Field of Psychology - Comparative, Developmental, abnormal, social, differential and applied.

15. Contributions of schools of Psychology to Education - The Hormic, the Behaviourist, the Gestalt, the Dalton and Skinnerian approaches, the psycho-analyst.

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16. Theories of Human Nature.
The Learner - Sociological Inheritance and Influence of Environment.
Behaviour: Unlearned behaviour, Development of behaviour.

17. Personality: Definition, Nature, Classification Traits and Types of Personality.
Theories of Personality with special reference to Developmental Psychology and factor-analytical approaches - Theories of Freud, Rogers, Allport, Murphy, Cattell, Eysenk, Sheildon, Goldstein, Maslow, Moreno, Adlen, Horney and their educational Implications.
Determinants of Personality Development - Biological, Social and Cultural Determinants. Role of heredity and environment in the development of personality.
Assessment of personality - subjective, objective and projective Methods - Tools and Techniques: Inventories, Projective Techniques, Sociometric Techniques, Case Study, Rating Scales, Expressive Techniques, Detailed Study of the Tools and Techniques, Psychological factors in Personality Improvement.

18. Methods in Educational Psychology

Cross-sectional, cross cultural and Longitudinal Surveys and Field Studies.
Case Studies and Depth Interviews.
Experimental Research - Controlled Observations.
Hypnotism and Time Regression in the study of Mind.

19. Contemporary Researches in Developmental Psychology

Child Development - Pattern and Stages of Development Social and Emotional Maturity.
Adolescent Development - Intellectual, Social and Moral Development - Juvenile Delinquency.
Adolescent Traits and Profiles.
Problems of Adolescents - Nature and Types.

20. Piaget's Developmental Psychology

Assimilation and Accommodation, Schemata, Periods of Cognitive Development, Role of Cognitive Development in

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Language and Thoughts, and in the Acquisition of Mathematical Concepts, Assessing cognitive Development using Piagetian technique.

Development: Physical, Intellectual, Emotional, Motor, Character, Social
Physical: Causes of Physical Development - Pattern of Development in Height, Weight, Body Proportions, Sex Characteristics (Primary and Secondary), Physiological System, Sex differences in development, Problems related to Physical Development - Educational Implications.

Mental: Trends in the growth of understanding Increased ability to generalize, to deal with abstractions, to deal with the concept of time, to deal with ideas without immediate personal involvement, Increased capacity for Logical Thoughts, and Communication.
Factors affecting Mental Development - Educational Implications.
Emotional: Meaning of Emotion, Physiological Bases of emotions, Characteristics of Adolescent Emotions, Evidence of heightened emotionality, concealment of emotions, common emotional patterns in Adolescence - Fear, Anger, Anxiety, Jealousy, Envy, Affection, Joy, Effect of Emotional Experiences on Adolescent behaviour, Psychology of attention, Interests and Habit formation, Emotional maturation, Sex education, Educational Implications.
Language Development.
Behaviour Development.

21. Social Forces affecting the Adolescent: The adolescent at home: Home influences, Pattern of parent behaviour, Parent-adolescent adjustment, Emancipation, Growth towards maturity. The adolescent and his peers, adolescent-peer relationships, hetero-sexual interests and activities. The adolescent in the community: The community structure, adolescent needs and the community, adolescent activities, Youth Participation in community activities.

22. Indian Adolescent; his problems and their management. Delinquency: its theories and remedial steps - A brief account of psycho-analysis and its allied schools.

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23. Intelligence:Nature and Nurture - Influence of heredity and environment on the development of intelligence.
Theories of Intelligence: Spearman's theory, Thurston's theory - Group factor theory, Hierarchical theory,Guilford Model, Ausubel's model, Piaget's theory of Development of Intelligence. The present concpet of Intelligence. Measurement of Intelligence - Intelligence Testing - Group Tests and Individual Tests - Tests of Aptitudes, Abilities and Achievement, Free and Controlled Testing, Special Abilities and their measurement. Uses and limitations of Intelligence Tests. Intelligence tests: Alexander's scale, Revised Beta Examination.
Modified Alpha Examination, Raven's Progressive Matrices, Aptitude Tests - Differential Aptitude Tests (DAT) Flanagan Aptitude Classification Test (FACT)
Assessment Uses
Interest Inventories - Thurstone interest Schedule, Strong's Vocational Interest Blank. Kuder Preference Reocrd, Vocational Assessment, uses
Attitude Scales: Likert Attitude Scale, Thurstone Attitude Scale, Assessment, Uses.

24. Creativity: Meaning of Creativity - current view - nature creative process, identification, Review of Research, Provision for the education of creative and talented students, Correlates of Creativity.

25. The imprortance of Adulthood, Adult Psychology and its significance to the individual and society, Development of values, Social Psychology.

26. Individual Differences. Range Causes. Educational implications. Hierarchy of Intelligence - Piaget's studies. Concept and Measurement of Individual Differences in (1) Intelligence and Abilities (2) Personality Characteristics of Gifted and Backward Children. Educational provisions for such children.
Exceptional child: Definition, Types of Exceptional children. Intellectually gifted, Handicapped child: Physical, Social and Mental, Delinquent, Difficult behavioural cases. Diagnosis, Causes and treatment, Educational Programmes, Structure of Human abilities: The Concept of mental ability - nature, definition.

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27. Psychology of Perception

Nature and Theories of Perception.
Perception as an active process of organisation - Personal and Selective - Factors affecting Perception - Perceptual Error - Studies in Perception. Indian Psychological Concept of Perception.

Conceptional Emotive and Operational Skills - Learning - Problem Solving - Learning and Refinement of Emotions.

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TECHNIQUES OF RESEARCH IN EDUCATION

Part - I

1. A comparative study of the methods of acquiring knowledge, nature of scientific enquiry, its methods and steps.

2. Educational Research. Meaning, Scope,need and importance for educational improvement with special reference to India.

3. The nature of research and Scientific Thinking Differentiating Fundamental, Applied and Action Research form with reference to the nature of problem, the goal of enquiry and research design. Action research for school teachers, its method and application.
   Fields of educational and Ethical considerations in research

4. Agencies and Fields of Educational Research in India

5. Areas of Research and Levels of Research in Education.

6. Research Approaches: Historical, Survey, Experimental, Descriptive, Statistical, Case studies. Genetic, Developmental, and Follow-up studies, Action Research, Area Studies, Ex-post facto and their application to education problems.

7. Resources for Research Books, Periodicals, microfilms, reference etc., Dissertation and Research theses work conducted in India with special reference to the State.
   Identification of a problem for research.
   Selection-definition and delimitation of problem.

   Review of Related Literature, Formulation of Hypotheses, General concerns in Planning a Research study; Concept and Constructs, Statement of Problem, choosing a Research Approach.

8. Population and Sample: Sampling techniques, probability and non-probability sampling, characteristics of a good sample. Variables and control of Errors, Significance of Results, Internal and External validity.

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9. Research Design: Meaning and Types.
Group Techniques of Experimentation.
Framework for a research proposal; Data Gathering plans and tools; Questionnaires, Interview, Observation, Inventory,Blank, Checklist, Test Scale, Rating Scale, Sociometric Techniques, Attitude Scales, Score Card, Psychological and Educational Tests.
Content Analysis
Predictive Studies, Studies of Development.

10. Data Processing: Techniques of Collecting, Tabulating, Presenting,Analysing and Interpreting quantitative and qualitative data.

Reporting Results and Stating conclusions and generalisation.

Organising and writing a Research Report.
Preparation of Research synopsis.

Evaluation of research studies and Research Reports.

STATISTICAL METHODS IN EDUCATIONAL RESEARCH

1. Role of Statistics in educational research Measures and Scores.

2. Tabulation and Graphical representation of data - their use, Column Diagram,Histogram, Frequency Polygon data and Ogive, coding and Categorization.

3. Analysis of qualitative data

Measures of Central Tendency and Variability, Percentiles and Percentile Ranks, their calculation and Use.

4. Normal Probability Curve: Its important properties and simple application, Skewness and Kurtosis.

5. Measures of Relationship

Co-efficient of correlation, its calculation by the Product Moment and Rank Difference Methods, its interpretation and use.

Regression coefficient, regression equations,Biserial and

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Point-Biserial Correlation and Phi-Coefficient, Partial Correlation, Multiple Correlation - only three variables; Association of Attributes - Coefficient, Phi-coefficient and Chi-square test.

6. Inferential Statistics - Significance of Mean, Median, Standard deviation - Significance of Differences between Means. Critical Ratio test, F-ratio test.

7. Confidence Levels: Type I and Type II Errors (difference) between the means (Independent samples and correlates samples) - Critical ratio - 't' values Fisher's 'Z' values. One way analysis of variance.

   Reliability and validity of Tests, Measures, Single classification of ANOVA.

8. Interpretation of statistical data
   Conclusion and generalization.

9. Sampling Theory - Nature of sampling plans - probability and non-probability classification - Types of Random, Stratified, Systematic, Purposive and Cluster sampling Designs - Advantages and Disadvantages of each.
   Sampling errors and their control.
   Sample size and its determination.

10. Non-parametric statistics - Uses and advantages.

Part II

ELEMENTARY STATISTICAL ANALYSIS

1. The role of statistics in educational research - discipline and inferential statistics.

2. Organisation of data - classification, nature of measurement, tabulation.

3. Graphical representation of data - histogram, frequency polygon and ogive.

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4. Measures of central tendency: mode, median, arithmetic mean, geometric mean, harmonic mean - their computation and use.

5. Measures of variability: range, quartile deviation, standard deviation, variance, coefficient of variation - their computation and use.

6. Skewness and Kurtosis: computation and use.

7. Percentile: percentile rank - computation and use.

8. Norms: standard scores, T scores, starine scores.

9. Normal distribution - properties, setting normal curve to given set of data, tables, simple applications, letter grades.

10. Correlation: concept,computation - Pearson, product moment co-efficient (r) and its underlying assumptions, interpretation, factors; Spearman rank difference co-efficient and its relationship to 'r'.

11. Prediction: regression equations and lines, accuracy of prediction.

12. Population and sample - sampling distribution of statistics, standard error and reliability.

13. Testing statistical hypothesis - Null hypothesis, tests of significance, confidence intervals.

14. Hypotheses testing for small samples - T-distribution t-table and its use.

15. Inferences concerning the difference between mean - independent groups, correlated groups.

16. Chi-square test and its applications.

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Appendix-6

CORE PAPERS

The papers which are compulsory and form core papers for the M.Ed. Course in the different Universities are the following:

1. Philosophical and Sociological Foundations of Education (Offered by 40 Universities. Note 1).

2. Philosophy of Education (Offered by 10 Universities. Note 2).

3. Sociological Perception of Education (Offered by Sardar Patel University).

4. Sociological Foundations of Education (Offered by Bhavnagar University, Himachal Pradesh University, North-Eastern Hill University, Punjabi University, Ranchi University).

5. Philosophical Concept and Theory of Education (Offered by Sardar Patel University).

6. Advanced Educational Psychology (Offered by 36 Universities. Note 3).

7. Psychological Foundations of Education (Offered by Allahabad University, Garhwal University).

8. Educational Psychology (Offered by Banares Hindu University, M.S. University of Baroda and North-Eastern Hill University).

9. Educational Psychology and Methodology (Offered by Vikram University).

10. Psychological Foundations of Teaching and Learning (Offered by Banasthali Vidyapith and Rajasthan University).

11. Philosophical, Psychological and Sociological Foundations of Education (Offered by Bangalore University).

12. Psychology of Learning, Teaching and Guidance (Offered by Agra University, Dayalbagh Educational Institute, Agra).

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13. Educational Psychology and Experimental Education (Offered by Bhopal University).

14. Higher Educational Psychology (Offered by Avadh University).

15. Psychological Foundations of Learning and Motivation (Offered by Sardar Patel University).

16. Psychology of Personality, Adjustment and Mental Hygiene (Offered by Sardar Patel University).

17. History of Education (Offered by Poona University, Ranchi University, Shivaji University).

18. Historical and Comparative Study of Modern Educational Institutions (Offered by Mysore University).

19. Current Problem of Indian Education (Offered by M.S. University of Baroda, Madurai Kamaraj University).

20. Problems and Issues in Modern Indian Education (Offered by Sardar Patel University).

21. Research Methods and Educational Statistics (Offered by 27 Universities. Note 4).

22. Methodology of Educational Research (Offered by 10 Universities, Note 5).

23. Advanced Educational Research and Evaluation Procedures (Offered by Awadhesh Pratap Singh University).

24. Methodology of Educational Research and Evaluation Procedures (Offered by Poona University).

25. Methods of Education and Research (Offered by Bhavnagar University and North-Eastern Hill University).

26. Research in Education (Offered by Madurai Kamaraj University and Osmania University).

27. Techniques and Methodology of Educational Research (Offered by Agra University).

28. Techniques of Research in Education (Offered by Viswa Bharati University).

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29. Elements of Educational Research (Offered by Bangalore University and Nagpur University).

30. Introduction to Educational Research (Offered by Utkal University).

31. Techniques of Research and Educational Statistics (Offered by Kashmir University).

32. Statistical Procedures in Educational Research(Offered by Madurai Kamaraj University).

33. Research Methodology in Education and Statistical Methods of Teaching (Offered by Sambalpur University).

34. Fundamentals of Educational Research (Offered by Sardar Patel University).

35. Research Tools and Statistical Methods (Offered by Sardar Patel University).

36. Indian and Western Methodology of Teaching (Offered by Ranchi University).

37. Educational Statistics (Offered by Viswa Bharati University).

38. Comparative Education (Offered by 6 Universities).

39. Basis of Comparative Education (Offered by Sardar Patel University).

40. Principles of Education, Teaching and School Administration (Offered by M.S.University, Baroda).

41. Educational Administration (Offered by Madurai Kamaraj University).

42. Foundations of Eduacational Administration (Offered by Doctor Hari Singh Gour Viswavidyalaya).

43. Educational Measurement and Health Education (Offered by M.S. University, Baroda).

44. Curriculum and Educational Technology (Offered by Osmania University).

45. Teacher Behaviour (Offered by Bharatiar University).

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Note : 1

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

1. Agra University
2. University of Allahabad
3. Andhra University
4. Avadh University
5. Awadhesh Pratap Singh University
6. Banares Hindu University
7. Banasthali Vidyapith University
8. Bharatiar University
9. Bhopal University
10. Bombay University
11. Calicut University
12. Dayalbagh Educational Institute, Agra
13. Delhi University
14. Devi Ahilya Viswa Vidyalaya
15. Garhwal University
16. Gujarat University
17. Guru Nanak Dev University
18. University of Jammu
19. Kanpur University
20. Karnatak University
21. University of Kashmir
22. University of Kerala
23. University of Madras
24. Madurai Kamaraj University
25. Maharshi Dayanand University
26. Marathwada University

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27. Mysore University
28. Nagarjuna University
29. Osmania University
30. Punjab University
31. Rajasthan University
32. Sambalpur University
33. Saurashtra University
34. Shivaji University
35. S.N.D.T. Women's University, Bombay
36. South Gujarat University
37. Sri. Venkateshwara University
38. Utkal University
39. Vikram University
40. Viswa Bharati University

Note : 2

PHILOSOPHY OF EDUCATION

1. Dr.Hari Singh Gour Vishwa Vidyalaya
2. Gorakhpur University
3. Guru Ghasidas University
4. Nagpur University
5. North-Eastern Hill University
6. Poona University
7. Punjabi University
8. Ranchi University
9. Rani Durgavathi Viswa Vidyalaya
10. Ravi Shankar University

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Note : 3

ADVANCED EDUCATIONAL PSYCHOLOGY

1. Andhra University
2. Bharathiar University
3. Bhavnagar University
4. Bombay University
5. Calicut University
6. Delhi University
7. Devi Ahilya Viswa Vidyalaya
8. Dr.Hari Singh Gour Viswa Vidyalaya
9. Gorakhpur University
10. Guru Ghasidas University
11. Guru Nanak Dev University
12. Himachal Pradesh University
13. University of Jammu
14. Kanpur University
15. Karnatak University
16. University of Kashmir
17. University of Kerala
18. University of Madras
19. Maharshi Dyanand University
20. Marathwada University
21. Mysore University
22. Nagajuna University
23. Nagpur University
24. Osmania University
25. Punjab University
26. Poona University

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27. Punjabi University
28. Ranchi University
29. Rani Durgavathi Viswavidyalaya
30. Ravi Shankar University
31. Saurashtra University
32. Shivaji University
33. South Gujarat University
34. Sri.Venkateshwara University
35. Utkal University
36. Viswa Bharati University

Note : 4

RESEARCH METHODS AND EDUCATIONAL STATISTICS

1. University of Allahabad
2. Andhra University
3. Avadh University
4. Banaras Hindu University
5. Bharatiar University
6. Bhopal University
7. Bombay University
8. University of Calicut
9. University of Delhi
10. Devi Ahilya Viswa Vidyala
11. Dr.Hari Singh Gour Viswa Vidyala
12. Guru Ghasidas University
13. Guru Nanak Dev University
14. Himachal Pradesh University
15. Kanpur University

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Gandhi Memorial College Of Education Bantalab Jammu

16. Karnatak University
17. University of Kerala
18. Madras University
19. Maharshi Dayanand University
20. Marathwada University
21. Nagarjuna University
22. Punjab University
23. Punjabi University
24. Ravishankar University
25. Shivaji University
26. Sri. Venkateswara University
27. Vikram University

Note : 5

METHODOLOGY OF EDUCATIONAL RESEARCH

1. Banasthali Vidyapith
2. Dayalbagh Educational Institute, Agra
3. Garhwal University
4. Gorakpur University
5. Gujarat University
6. University of Jammu
7. Rajasthan University
8. Saurashtra University
9. S.N.D.T. Women's University, Bombay
10. South Gujarath University

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Appendix - 7

UGC CURRICULUM DEVELOPMENT CENTRE

DEPARTMENT OF EDUCATION

UNIVERSITY OF KERALA, TRIVANDRUM.

Trivandrum,
26th Aug., '87.

Dear Sir/Madam,

The following information is required by the University Grants Commission Curriculum Development Centre, Department of Education, University of Kerala to complete the report on the Curriculum of P.G. Course in Education as stipulated by the UGC.

I request you to kindly furnish the information in the enclosed form and send it to the following address, as early as possible.

Thanking you,

Yours sincerely,

Vasantha Ramkumar,
National Co-ordinator,
UGC Curriculum Devpt. Centre
Dept. of Education,
University of Kerala,
Thycaud, Trivandrum-14,
KERALA.

To

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PROFORMA

1. Name of University :

2. Number of hours for teaching at M.Ed. level:
   a. for each core paper - (per week)

   b. for each optional paper - (per week)

3. Number of staff members :

4. Average workload for teaching per week :

5. Scheme of Examination : Internal/External/Both

6. Duration of course :

7. Full-time/Part-time/Both :

8. Admission Requirements :

9. Optional chosen by the largest number of students :

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M.Ed. COURSE IN INDIAN UNIVERSITIES

1. AGRA UNIVERSITY

Admission Requiremennt - B.T.,L.T., B.Ed. or an equivalent examination after graduation. Duration - 1 year for regular students and 2 years for part-time students. Subjects compulsory: Sociological and Philosophical Foundation of Education; Psychology of Learning and Teaching; Guidance; Techniques and Methodology of Educational Research. Optional any one of the following courses of specialization: Educational Administration; Educational Psychology; Comparative Education; Principles of Education and Curriculum Development; Guidance and Counselling; Experimental Education and Statistics. Candidates have also to write a dissertation and take a Viva Voce.

2. ALIGARH MUSLIM UNIVERSITY

Admission Requirement - B.Ed./B.T./L.T. examination of the University or an equivalent examination thereto. Duration - 1 year.

3. UNIVERSITY OF ALLAHABAD

Minimum Requirement for Admission - A pass in the B.Ed, B.T. or L.T. examination after the Bachelor's degree. Duration - 1 year. Branches - any one of the following groups: Philosophy and Sociology of Education; Educational Psychology; Research Methods and Statistics and any one of the following: Guidance and Counselling; Educational Administration and Supervision; Experimental Education and Experimental Psychology; Education of the special types; Comparative Education; Teacher Education; Early Childhood Education; Higher Education; Professional and Technical Education; Dissertation. Viva Voce.

4. AMRAVATI UNIVERSITY

Admission Requirement - B.Ed.
Duration - 1 year.

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Gandhi Memorial College Of Education Bantalab Jammu

5. ANDHRA UNIVERSITY

Minimum requirement for admission - a pass in the B.Ed. examination Duration - 1 year. Subjects - Philosophical and Sociolgical Foundations of Education; Advanced Educational Psychology; Research Methodology including Educational Statistics; any one of the following:
Comparative Education; Educational Administration and Planning, History and Evolution of Educational Thought; Advanced Methodology in any one of the School Subjects; Educational Test and Measurements; Guidance and Counselling, Curriculum Construction; Mental Hygiene.

6. ANNAMALAI UNIVERSITY

Minimum requirement for admission - B.Ed. or a degree examination in Education recognised as equivalent thereto. Duration - 1 year.

7. AVADH UNIVERSITY

Admission requirement - B.Ed. degree. Duration - 1 year Subjects - Compulsory; Philosphical and Sociological Foundation of Education, Higher Educational Psychology, Methodology of Educational Research and Statistics, Comparative Education. Optional - any one: Experimental Education/Educational and Vocational Guidance/Problems of Education, Primary and Basic Education or Secondary Education/Educational Administration and Supervision/History of Indian Education/Higher Teaching Methodology of any one school subject/Sociological Foundation of Education/Educational Technology. Other activities - Dissertation of paper in Seminar, Tour Report, Psychological Experiments, Viva Voce.

8. AWADHESH PRATAP SINGH UNIVERSITY

Minimum requirement for admission - A second class Bachelor's Degree in Education. Duration - 1 year.
Subjects - Part I: Philosophy and Sociology of Education; Advanced Educational Research; any one: Educational Administration; Supervision; Finance; Educational and Vocational Guidance; Teacher Education. Part II Dissertation.

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Gandhi Memorial College Of Education,Bantalab Jammu

9. BANARAS HINDU UNIVERSITY

Minimum requirement for Admission - B.Ed., B.T. or L.T. examination or an equivalent examination with second class. Duration - 1 year. Subjects - Compulsory: Philosophy and Sociology of Education, Educational Psychology, Method of Educational Research and Eductional Statistics. Optionals - any one of the following: Educational Administration, Planning and Finance; Contemporary Issues in Education; Experimental Education; Adult/Continuing Education; Teacher Education; any one of the following: Comparative Education, Curriculum Development, Technology of Education, Guidance - its Principles, Organiztion and Services; Dissertation, Essay or Project Report.

10 BANASTHALI VIDYAPITH

Admission requirement - B.Ed. degree or an equivalent examination. Duration - 1 year. Subjects - Compulsory: Philosophical and Sociological Foundations of Education, Methodology of Educational Research, Psychological Foundations of Teaching Learning. Optionals - any one: Advanced Psychology, Guidance and Counselling, Educational Measurement and Evaluation and Educational Technology,Dissertation.

11. BANGALORE UNIVERSITY

Minimum requirement for Admission - A pass in the B.Ed. Examination of the University or from any other university recognised as equivalent thereto in first or second division. Those who have not secured second division in B.Ed. may also be admitted if they have one year's teaching experience. Duration - 1 year (full-time). 2 years (part-time). Subjects - Compulsory: Philosophical, Psychological and Sociological Foundations of Education, Elements of Educational Research, Optionals - one of the following fields of specialisation comprising one 'major' and two 'minor' subjects: Psychological Foundations of Education; Sociological Foundations of Education; Educational Administration; Curriculum and Instruction; Guidance and Counselling; Historical Foundations. Candidates have also to submit a dissertation and take a Viva Voce.

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Gandhi Memorial College Of Education Bantalab Jammu

12. M.S. UNIVERSITY OF BARODA

Minimum requirement for Admission - B.Ed. examination with 50 per cent marks or Grade 'B' or 5 years' teaching experience. Duration - 1 year for full-time students and 2 years for part-time students. Subjects - Compulsory: Philosophical and Sociological Foundations of Education; psychological Foundations of Education; Comparative Education; Methodology of Educational Research and Field work, any one of the following six groups consisting of two papers each: History of Education and Educational Thought; Administration of Education; Curriculum and Teaching; Teacher Education; Experimental Education, Guidance and Counselling. Dissertation and Viva Voce.

13. BERHAMPUR UNIVERSITY

Minimum requirement for admission - A B.Ed. degree. Duration - 1 year. Subjects - Adult and non-formal education, Basic Education, Curriculum Construction, Educational Measurment,Mental Hygiene and Child Guidance, Comparative Education; History of Indian Education. Non-Collegiate candidates are also permitted subject to certain conditions.

14. BHAGALPUR UNIVERSITY

Minimum requirement for Admission - A pass in Bachalor's degree in Education examination of a university or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - Philosophy of Education; Educational Sociology; Advanced Educational Psychology; Study of Educational Thought and Practices in India and Abroad in their Historical Perspective; Research Methodology and Educational Measurement; Intensive study of Educational Technology; Action Research; Programmed Learning; Guidance and Counselling; Teacher Education; Problem of School Eduction; Primary and Basic Eduction; Comparative Education with special reference to U.S.A., U.K., U.S.S.R., Japan, Denmark and India; Adult and Continuing Eduction; Theory of Methodology.

15. BHARATHIAR UNIVERSITY

Minimum requirement for admission - Degree in Teaching. Duration - 1 year (2 semesters). Subjects - Philosophical & Sociological Foundations; Research Methods & Eductional

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Gandhi Memorial College Of Education Bantalab Jammu

Statistics; Advanced Educational Psycholgy; Teacher Behaviour; Electives - Two subjects from the following with one subject from each group. Group I - Pre-primary Teacher Education; Non-formal Education; Group II - Science Education; Maths Education, Language Education, History Education.

A thesis is also to be submitted.

16. BHARATHIDASAN UNIVERSITY

Minimum requirement for Admission - A degree examination in Teaching of the University or an examination recognised as equivalent thereto. Duration - 1 year.

17. BHAVNAGAR UNIVERSITY

Minimum requirement for admission - B.Ed. degree of the university or a degree recognised as equivalent thereto. Duration - 1 year (2 semesters) for full-time. Subjects - Compulsory: Sociological Foundations of Education; Advanced Educational Psychology; Methods of Educational Research. Optional - any two of the following: Psychological Foundations of Education; Administration of Education; Comparative Education; History of Education & Problems of Education; Curriculum & Instruction; Teacher Education; Guidance & Counselling; Measurement & Evaluation.

Candidates may obtain the degree either by submitting a thesis or by taking the prescribed papers and a dissertation.

18. BHOPAL UNIVERSITY

Minimum requirement for Admission - B.Ed. degree or an equivalent examination. Duration - 1 year. Subjects - Compulsory: Philosophy & Sociology of Education; Educational Psychology & Experimental Education; Techniques of Educational Research & Educational Statistics; Optionals - any two of the following: Comparative Education; Vocational Guidance; Educational Administration & Supervision including Finance; Teacher Education; Principles & Practice of Curriculum Development; Mental Hygiene & Child Guidance. A dissertation has also to be submitted.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

19. BOMBAY UNIVERSITY

Minimum requirement for admission - The degree of Bachelor of Teaching or Bachelor of Education of the University or a degree recognised as equivalent thereto. Duration - 1 year (2 years for part-time). The degree may be obtained either by papers or dissertation. Subjects - Compulsory: Philosophical and Sociological Foundations of Education; Advanced Educational Psychology; Research Methodology and Statistics. Optionals - Politics of Education and Administration; Economics of Education Planning and Finance; Comparative Education; History of Educational Problems of Indian Education; Curriculum Construction & Development; Guidance & Counselling Advanced Educational Statistics; Educational Technology & Innovative Practices in Education; Experimental Education; Education & Rural Development; Child Guidance; Psychological Measurement and Educational Evaluation and Physical Education.

20. BUNDELKHAND UNIVERSITY

Minimum requirement for Admission - A Bachelor's degree with B.T., B.Ed. or L.T. examination or an examination recognised as equivalent thereto. Duration 1 year for regular students and 2 years for part-time students.

21. CALICUT UNIVERSITY

Minimum requirement for admission - A pass in the B.Ed. degree of this university or an equivalent examination with not less than 45% marks after graduation in Arts, Science or Commerce. Duration - 1 year. Subjects - Philosophical and Sociological Foundations of Education; Elements of Educational Research and Statistics; Advanced Educational Psychology; Optionals - any two of the following: Maths Education; Physical Science Education; Natural Science Education; Language Education (Mother Tongue); Guidance and Counselling; Measurement and Evaluation; Educational Administration and Supervision; Educational Planning and Finance; History of Education; Advanced Educational Sociology; Comparative Education; Western and Eastern Philosophy of Education; Development and Problems of Indian Education; Theory and Principles of Curriculum Construction; Teacher Education; Economics of Education. Dissertation. Viva Voce.

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Gandhi Memorial College Of Education Bantalab Jammu

22. DAYALBAGH EDUCATIONAL INSTITUTE AGRA

Minimum requirement for admission - B.Ed. Degree. Duration - 1 year. Subjects-Major: Sociological & Philosophical Foundations of Education; Psychology of Learning, Teaching & Guidance, Methodology of Educational Research; One Course of Specialisation.

23. DELHI UNIVERSITY

Minimum requirement for admission - A pass in the B.Ed. examination of the University or any examination recognised as equivalent thereto and atleast 3 years' teaching experience in a recognised educational institution. The condition regarding teaching experience may be waived at the discretion of the Head of the Department in the case of candidates whose standing in the B.Ed. examination and the preceeding degree examination justifies this concession, or who have had adequate research experience. Duration - 1 year full-time and 2 years part-time. Subjects-Compulsory: Philosophy & Sociology of Education; Advanced Educational Psychology; Techniques of Research in Education & Educational Statistics. Optionals - any two of the following: Educational Administration; Mental Hygiene & Child Guidance; Experimental Education; Teacher Education; Educational & Vocational Guidance; Comparative Education; History & Problems of Indian Education; Principles of Curriculum Construction; Education of the Gifted and Backward; Education of Physically Handicapped Children; Finance of Education and Educational Planning: Instructional Technology.

Candidates are also required to submit a report on practical work or an essay on a subject connected with one of the papers offered by the candidate and selected with the approval of the Head of the Department.

24. DEVI AHILYA VISHWAVIDYALAYA

Minimum requirement for admission - A pass in the B.Ed. exam. with atleast II class in both Theory and Practice or any other exam. equivalent thereto and atleast 3 years teaching experience in a recognised educational institution. Duration - 1 year. Subjects - Compulsory: Philosophy & Sociology of Education; Advanced Educational Psychology;

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Gandhi Memorial College Of Education Bantalab Jammu

Techniques of Educational Research; Educational Statistics. Optionals - any two of the following : Comparative Education; Vocational Guidance; Educational Administration & Supervision including Finance; Teacher Education; Principles & Practice of Curriculum Development; Mental Hygiene & Child Guidance. Dissertation. Viva Voce.

25. DOCTOR HARISINGH GOUR VISWAVIDYALAYA

Minimum requirement for Admission - A pass in the B.Ed. degree examination with second division in both theory and practice. Duration - 1 year. The exam. shall consist of two parts. Subjects - Part I.Compulsory: Philosophy of Education; Advanced Educational Psychology or Foundations of Educational Administration; Comparative Education; Methodology of Educational Research and Statistics. Optionals - any one of the following: Experimental Education; History and Problems of Indian Education; Educational Administration & Supervision; Individual and Vocational Guidance; Education of exceptional Children. Part II. Dissertation. Session and Practical Work. Viva Voce.

26. GARHWAL UNIVERSITY

Minimum requirement for admission - A Bachelor's Degree with a pass in the B.T., L.T., B.Ed. examination or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - Compulsory: Philosophy & Sociology of Education, Psychological Foundation of Education, Methodology of Educational Research. Optional - any one of the following fields of specialisation comprising 2 papers each: Educational Administration and Supervision (Principles of Administration & Human understanding and Supervision & Planning); Educational and Vocational Guidance (Principles of Guidance, Organisation & Administration of Guidance); Experimental Education and Statistics (Educational Measurement, Designs of Experiment & Advanced Statistics and Comparative Study of Educational System in U.K., U.S.A., U.S.S.R. and India or a dissertation).

27. UNIVERSITY OF GORAKHPUR

Minimum requirement for admission - a pass in the B.Ed., B.T., or L.T. examination or an equivalent examination after graduation. Graduation - 1 year. Subjects - Compulsory: Philosophy of Education, Advanced Educational

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Gandhi Memorial College Of Education Bantalab Jammu

Psychology; Methodology of Educational Research; Comparative Education. Optional - any one of the following: Experimental Education; Educational and Vocational Guidance, problems of Education with special reference to either pre-primary and Basic Education or Secondary; Educational Administration and Supervision; History of Indian Education; Advanced Methodology of a school subject. Sessionals.

There is also a dissertation and a Viva Voce.

28. GUJARAT UNIVERSITY

Minimum requirement for admission - A pass in the B.Ed. degree examination of the university with atleast second class or a degree of another university recognised as equivalent thereto. Duration - 1 year for full-time students and 2 years for part-time students. Subjects - Compulsory: Philosophical and Sociological Foundations of Education; Methodology of Educational Research. Optionals - any one of the following: Psychological Foundations of Education; Administration of Education; Comparative Education; History of Education and Problems of Education; Curriculum and Instruction; Teacher Education; Guidance and Counselling; Measurement and Evaluation. Dissertation.

29. GURU GHASIDAS UNIVERSITY

Admission requirement - B.Ed. degree examination. Duration 1 year. Subjects - Philosophy of Education, Advanced Educational Psychology, Comparative Education, Methodology of Educational Research and Statistics and one of the following: Experimental Education, History and Problems of Indian Education, Educational Administration, Supervision and Finance, Educational and Vocational Guidance, Education of Exceptional Children.

30. GURU NANAK DEV UNIVERSITY

Minimum requirement for admission - A pass in the B.Ed. or B.T. degree examination or holds B.A./B.Sc(Edn.) degree of Kurukshetra University and has teaching experience of not less than four years in a recognised school or an M.A. with B.T. or B.Ed. degree. Duration - 1 year. Subjects - Compulsory: Philosophical and Sociological Basis of Education; Advanced Educational Psychology; Methodology of Educational research and Educational Statistics. Optionals-any

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

two of the following: Comparative Education; Teacher Education; Guidance and Counselling; Curriculum Development; Measurement and Evaluation in Education; Educational Admini- stration and Supervision; Modern Indian Education; Social Education and Basic Education; Economics of Education and Educational Planning. Dissertation. Viva Voce.

31. HIMACHAL PRADESH UNIVERSITY

Minimum requirement for admission - A pass in the B.Ed. or B.T. degree examination in the second division and with 3 years teaching experience in a recognised school or M.A., B.T./B.Ed. degree. Duration - 1 year (2 semesters). Subjects - Compulsory: Social Foundations of Education; Advanced Educational Psychology; Methodology of Educational Research and Educational Statistics; A comparative study of Educational system with special reference to India, U.K., U.S.A. and U.S.S.R.; Technology of Teaching; Programmed Learning. Practicals.

In addition candidates are required to submit a dissertation.

32. JAMIA MILLIA ISLAMIA

Minimum requirement for admission - B.Ed. with second division in theory or an equivalent examination or an equivalent qualification plus a Master's Degree with at least second division. Age not more than 40 years on the specified date, relaxable in exceptional cases. Duration - Full-time 1 year; Part-time course 2 years.

33. UNIVERSITY OF JAMMU

Minimum requirement for admission - A pass in the B.Ed. degree examination of the university or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - Philosophy and Sociology of Education; Advanced Educational Psychology; Methodology of Educational Research; Comparative Study of the systems of Education; any one of the following: Guidance & Counselling: Experimental Education; Educational and National Development; Educational Administration, Super- vision and Planning; Programming and Educational Technology; Androgogy and Continuing Education, Dissertation. Viva Voce.

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Gandhi Memorial College Of Education Bantalab Jammu

34. UNIVERSITY OF JODHPUR

The University offers 1 year M.Ed. Course.

35. KAKATIYA UNIVERSITY

Minimum requirement for admission - B.Ed. Duration - 1 year.

36. KANPUR UNIVERSITY

Minimum requirement for admission - A Bachelor's degree with a pass in the B.T., or B.Ed. or L.T. examination or an examination recognised as equivalent to B.Ed. examination preferably in second class. Duration - 1 year for regular students and 2 years for parttime students, subjects - Compulsory: Philosophical and Sociological Foundations of Education; Advanced Educational Psychology; Research Methodology and Statistics. Optionals any two of the following: Educational Administration; Comparative Education; Vocational and Educational Guidance and Counselling; Experimental Education; Educational Measurement and Evaluation; Teacher Education; Problems of Education in India; Curriculum Development.

Candidate have also to write a dissertation and take a Viva Voce.

37. KARNATAK UNIVERSITY

Minimum requirement for admission - B.Ed. examination of the university or an examination recognised as equivalent thereto with not less than 50% marks in the aggregate. Duration - 1 year (2 terms) (full-time) and 2 years (part-time). Subjects - Group I Compulsory: Philosophical and Sociological foundations of Education, Advanced Educational Psychology, Methodology of Educational Research and Educational Statistics. Group II Optionals - any one of the following group: Advanced Instructional Methodology and Educational Technology; Teacher Behaviour and Microteaching; Principles of Educational Administration and Management; Educational Planning and Finance; Theory and Principles of Comparative Education; Systems of Educational Planning and Finance Measurement of Human Abilities Guidance and Counselling in Education. Dissertation.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

38. UNIVERSITY OF KASHMIR

Admission requirement - Candidates must have, after graduation, passed the Bachelor of Education degree examination of the university or any other recognised university and also possess atleast 3 years of approved teaching experience. Duration - 1 year. Subjects - Philosophy and Sociology of Education; Technique of Research and Educational Statistics; Advanced Educational Psychology; any two subjects from any of the following: Group A: comparative education; Group B: Guidance and Counselling; Vocational Development & Vocational Information. Group C: History of Education in India; Contemporary Problems of Education in India. Dissertation. Viva Voce.

39. UNIVERSITY OF KERALA

Minimum requirement for admission - B.Ed. degree examination. Duration - 1 year. Subjects - Part I: Core Subjects: Philosophical and Sociological Foundations of Education; Methods of Educational Research including Elements of Statistics; Advanced Educational Psychology. Optionals - any two of the following: Techniques of Evaluation and Test Construction; Advanced Educational Statistics; Mental Hygiene and Child Guidance; Educational and Vocational Guidance and Counselling; Advanced Educational Sociology; Teacher Education; Principles of Curriculum Development; Economics of Education; Comparative Education; Principles of Educational Administration, Planning and Finance; Maths Education, Science Education; Advanced Methodology of Teaching English; Advanced Methodology of Teaching Social Studies; Non-formal Education; Educational Technology; Language Education - Hindi; Malayalam; Early Childhood Education; Art and Culture Education. Part II: Thesis on a research project relating to the field of specialisation approved by the university.

40. KUMAUN UNIVERSITY

Minimum requirement for admission - A B.Ed degree of the university or any other statutory Indian university recognised for the purpose. Duration - 1 year. Subjects - Philosophy of Education; Psychology of Teaching and Learning; Research Methods and Statistics; Comparative Education; Educational Administration/Supervision and Planning; Educational Sociology; Educational Guidance and Counselling; Educational Experiments and Statistics; Dissertation.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

41. KURUKSHETRA UNIVERSITY

Minimum Requirement for Admission - B.Ed. or B.A./ B.Sc. (Edn.) or B.A./B.Sc. B.Ed. degree of the university or an equivalent examination with 45 percent marks in aggregate. Duration - 1 year (2 semesters).

42. UNIVERSITY OF LUCKNOW

Minimum Requirement for Admission - A degree. Duration-1 year for those who possess a degree or a diploma in teaching and 2 years for others. Subjects - Philosophy of Education; Advanced Educational Psychology; Comparative Education; Personality Adjustment. Optionals - one of the following or a Thesis: Principles of Guidance, Social Education, Methodology of Educational Research, Mental Testing and Measurement, Educational Finance, Educational Sociology; Problems of Secondary Education or Educational Administration. There is a Viva Voce test.

43. UNIVERSITY OF MADRAS

Minimum Requirement for Admission - Degree in teaching. Duration - 1 year (2 semesters). Subjects - Philosophical and Sociological Foundations; Advanced Educational Psychology; Research Methodology and Educational Statistics. Electives: Group I: Pre-Primary and Primary Education; Secondary and Higher Secondary Education; Higher Education; Teacher Education; Non-formal Education; Vocational/Occupational Education. Group II. Science Education; Maths Education; Language Education; History Education; Geography Education; Education of Exceptional Children, Teacher Behaviour; Educational Technology; Guidance and Counsellinng; Comparative Education; Curriculum Development; Textbook writing.

A thesis has also to be submitted.

Candidates opting to offer integrated course to train the blind and visually handicapped have to take the subjects as prescribed by the university.

44. MADHURAI - KAMARAJ UNIVERSITY

Minimum Requirement for Admission - B.Ed. or an equivalent examination. Duration - 1 year (2 semesters) for

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

full-time students and 2 years for part-time students. Subjects - Part I Compulsory: Philosophical and Sociological Foundations of Education; Psychology and Education; Current Trends in Indian Education; Educational Administration; Research in Education; Statistical Procedure in Educational Research. Electives any one of the following: Advanced Educational Psychology; Educational Sociology; Educational Administration; Teacher Education; Guidance and Counselling; Teaching and Measurement; Educational Technology; Curriculum Development. Part II: Research Colloquium, Dissertation. Viva Voce.

45. MAHARSHI DAYANAND UNIVERSITY

Minimum Requirement for Admission - B.Ed., B.A./ B.Sc., B.Ed. examination with atleast 45 percent marks in the aggregate. Duration - 1 year. Subjects - Part I Compulsory: Philosophical and Sociological Basis of Education; Methodology of Educational Research and Statistics; Advanced Educational Psychology; Practicals. Optionals - any two of the following groups: Group I: Educational and Vocational Guidance. Group II: Current Problems of Indian Education; Basic and Social Education; Teacher Education; Education of Exceptional Children. Group III: Mental Hygiene and Child Guidance; Comparative Education. Group IV: Educational Administration and Supervision; Educational Measurement and Evaluation. Part II: Dissertation. Viva Voce.

46. MARATHWADA UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree. Duration - 1 year. Subjects - Compulsory: Philosophical and Sociological Foundations of Education; Advanced Educational Research and Educational Statistics; any three of the following: History of Education in India; Complete study of Present Educational Systems in U.K., U.S.A., and U.S.S.R.; Educational Administration and Organisation; Educational Measurement and Statistical Techniques; Teacher Education; Education of the Exceptional Children; Educational and Vocational Guidance, Educational Planning; Programmed Instruction; History of Western Education.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

47. MEERUT UNIVERSITY

Minimum Requirement for Admission - A Bachelor's degree with a pass in the B.T., L.T., B.Ed. examination or an examination recognised as equivalent to B.Ed. examination of the university. Duration - 1 year.

48. UNIVERSITY OF MYSORE

Minimum Requirement for Admission - B.Ed. degree examination of the university or an examination recognised as equivalent thereto. Duration - 1 year. For part-time students it is 2 years. Subjects - Compulsory: Philosophical and Sociological Foundations of Education; Advanced Educational Psychology; Historical and Comparative Study of Modern Educational Instructions. Optionals - any two of the following: Principles or Guidance; Psychology of Development; Psychology of Learning and Instruction, Mental Hygiene in Education; Education of Exceptional Children; Educational Statistics and Experimental Education, Methodology of Educational Research; Educational Administration and Supervision; Social Education; Curriculum and Teaching. Practicals. Dissertation. Viva Voce.

49. NAGARJUNA UNIVERSITY

Minimum Requirement for Admission - B.Ed. examination. Duration - 1 year. Subjects - Philosophical and Sociological Foundations of Education; Advanced Educational Psychology; Research Methodology including Educational Statistics; any one of the following: Comparative Education; Educational Administration and Planning; History and Evolution of Educational Thought; Advanced Methodology in any one of the School Subjects, Educational Test and Measurements, Guidance and Counselling; Curriculum Construction; Mental Hygiene.

50. NAGPUR UNIVERSITY

Minimum Requirement for Admission - B.Ed. examination of the university or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - M.Ed. Part I Compulsory: Philosophy of Education; Advanced Educational Psychology; Elements of Educational Research. Optionals - any two of the following: History of Education in India; Educational Organisation and Administration in India; Comparative Study

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Gandhi Memorial College Of Education Bantalab Jammu

of Educational systems in the U.K., U.S.S.R., and U.S.A.; Educational Sociology; Advanced Statistics in Education; Educational-planning in India; Guidance and Counselling; Curriculum; Developed and Advanced Techniques of Instructions; Teachers' Training. Part II: A Dissertation embodying the results of the candidates' research conducted in the field of Education.

51. NORTH-EASTERN HILL UNIVERSITY

Minimum Requirement for Admission - A Bachelor's degree in Education or Teaching with at least 50 percent marks in the aggregate with 2 year's teaching experience. Duration 1 year (2 semesters). Subjects - Compulsory: Philosophy of Education; Sociology of Education; Phychology of Education Research Methodology in Education. Optionals - one of the following groups: Group A: Educational Planning; Educational Administration; Educational System in India. Group B: Psychology of Childhood and Adolescence; Educational Testing and Measurement; Mental Hygiene and Psychometrics.

52. OSMANIA UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree examination of the university or any other university recognised as equivalent thereto with at least 40 percent marks. There is also a written test and an interview for admission. Duration one year. Subjects - Philosophical and Sociological Foundations of Education; Advanced Educational Psychology; Curriculum and Educational Technology; Educational Research; any one: Advanced Educational Sociology; Educational Administration and Management ; Non-formal Education ; Comparative Education; Measurement and Evaluation; Teacher Education.

53. PUNJAB UNIVERSITY

Minimum Requirement for Admission - B.Ed. or B.T. degree examination or a degree in any faculty with Post-graduate Senior Basic Diploma. Duration - 1 year. Subjects - Compulsory: Foundations of Education (Philosophical and Sociological); Advanced Educational Psychology; Methodology of Educational Research and Educational Statistics. Optionals- any three of the following: Comparative Education; Teacher Education; Guidance and Counselling; Curriculum Development; Measurement and Evaluation; Educational Administration and Supervision; Educational Technology; Modern Indian Education; Social Education; Economics of Education and Educational Planning; Yoga Education, Dissertation and Viva Voce.

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Gandhi Memorial College Of Education Bantalab Jammu

54. PATNA UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree examination or an examination recognised an equivalent thereto. Duration - 1 year. Subjects - Philosophy of Education; Educational Psychology; Methods of teaching a special subject; History of Education; Intensive study of a special Educational Problem; Educational Measurement; Educational Investigation, Teaching.

55. UNIVERSITY OF POONA

Minimum Requirement for Admission - B.Ed. or B.T. examination or an examination recognised as equivalent thereto. Duration - 1 year. The examination can be taken either by papers or thesis. Subjects - Compulsory: Philosophy of Education; Advanced Educational Psychology; Methodology of Education. Optionals - any one of the following: Comprising two papers each: Educational Administration; Comparative Education; Experimental Psychology and Statistical Methods; Teacher Education and Curricular Development; Guidance and Counselling; Education of Exceptional Children.

56. PUNJABI UNIVERSITY

Minimum Requirement for Admission - B.Ed. or L.T. examination after graduation with 3 years teaching experience. Duration - 1 year. Subjects - Philosophy, Sociology of Education; Advanced Educational Psychology; Methodology of Educational Research and Educational Statistics; any two of the following: Educational Administration; Planning and Financing; Teacher Education; Measurement and Evaluation in Education; Techniques of Teaching; Comparative Education; Educational and Vocational Guidance.

Candidate have also to submit a dissertation.

57. UNIVERSITY OF RAJASTHAN

Minimum Requirement for Admission - B.Ed., B.T. or L.T. Degree. Duration - 1 year. Subjects - Compulsory:

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

Philosophical and Sociological Foundations of Education; Methodology of Teaching-Learning. Optionals: Two papers from one group: Advanced Psychology; Educational Administration, Planning and Finance; Comparative Education and History of Modern Indian Education; Currriculum Development and Advanced Methodology of Teaching; Teacher Education; History of Educational Thought; Guidance and Counselling; Educational Measurement and Evaluation; Teaching of Science.

58. RANCHI UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree. Duration - 1 year. Subjects - Philosophy of Education; Educational Sociology; Advanced Educational Psychology; History of Education - Indian and Western; Methodology of Teaching any one of following: a modern Indian Language; a modern foreign language; a classical language; Historical Geography; School Maths; Domestic Science; Social Studies; Elementary Education.

59. RANI DURGAVATHI VISHWAVIDYALAYA

Minimum Requirement for Admission - A degree in Arts or Science along with a degree in Teaching or Education. Duration - 1 year. The examination for the degree of M.Ed. consists of two parts, Part I and II. Part I Compulsory: Advanced Psychology; Philosophy of Education. Optional one of the following: Methods of Educational Research and Educational Statistics; Foundation of Educational Administration or Guidance and Counselling; Education of Exceptional Children; Comparative Education, History and Problems of Indian Education; Child Education; Audio-Visual Education Part II Laboratory, Practical and Sessionals.

60. RAVISHANKAR UNIVERSITY

Minimum Requirement for Admission - B.Ed. examination of the university or an examination recognised as equivalent thereto. Duration - 1 year for regular students and 2 years for non-collegiate candidates. Subjects - Compulsory: Philosophy of Education; Advanced Educational Research and Statistics. Optionals - any one of the following: Experimental Education; History and Problems of Indian Education; Educational Administration, Supervision and Finance; Educational and Vocational Guidance; Education of Exceptional Children.

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Gandhi Memorial College Of Education Bantalab Jammu

61. ROHILKHAND UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree. Duration - 1 year.

62. SAMBALPUR UNIVERSITY

Minimum Requirement for Admission - A Bachelor's degree in Education of the university or an examination recognised as equivalent thereto. Duration - 1 year. Subjects- Compulsory: Philosophy and Sociological Foundation of Education; Psychological Foundation of Education; Research Methodology in Education and Statistical Method of Teaching. Optional - Education, Administration and Supervision, educational and Vocational Guidance, Curriculum Construction, Mental Hygiene, Educational Measurement, Comparative Education, History of Indian Education.

63. SARDAR PATEL UNIVERSITY

Minimum Requirement for Admission - A B.Ed. degree. Duration - 1 year (full time); 2 years (part-time). Compulsory - Philosophical Concept and Theory of Education, Sociological Perception of Education; Fundamentals of Educational Research; Research Tools and Statistical Methods; Psychological Foundations of Learning and Motivation; Psychology of Personality Adjustment and Mental Hygiene; The basis of Comparative Education; Problems and issues in Modern Indian Education. Optional - any one group from the following: School Administration; Guidance and Evaluation; Experimental Education; Foundation of Curriculum Development; Teacher Education; Dissertation and Viva Voce.

64. SAURASHTRA UNIVERSITY

Minimum Requirement for Admission - B.Ed. Degree of this university or a degree of other university recognised as equivalent thereto. Duration - For Fulltime course one year (two terms), for part-time course two years (four terms). Subjects - Five theory papers of 100 marks each and a dissertation of 200 marks. Three compulsory papers: Methodology of Educational Research, Advanced Educational Psychology, Philosophical and Sociological Foundations of Education.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

Out of eight optional groups students have to slelect one group. There are three papers in each group. Paper I in slected group is compulsory. One has to select any other paper from selected group. The papers are: Educational Measurement and Evaluation, Psychological Testing and Test statistics; Statistical Methods; Guidance and Counselling; Personality and Adjustment; Problems of Teacher Education; Innovations and change in Education; Methodology of Teaching; Curriculum Development; Research in Teaching; History of Education in Modern India; Problems of Indian Ecuation; Devlopment of Educational Thought; Psychology of Learning and Development; Psychometry; Ecuation Administration; Educational System and Problems in U.K., U.S.A., U.S.S.R. and India; Educational Planning and Finance; and Principles and Methods of Comparative Education.

65. SHIVAJI UNIVERSITY

Minimum Requirement for Admission - B.Ed., B.A.B.Ed. (Special examination of the University or an equivalent examination. Duration - 1 year. Subjects - Compulsory: Philosophy and Sociology of Education; Advanced Educational Psychology; Elements of Educational Research and Educational Statistics; History of Education. Optionals - any one of the following: Educational Administration and Planning; Comparative Education; Statistical Methods and Experimental Psychology; Teacher Education and Curriculum Development; Educational Measurement; Guidance and Counselling; Child Development and Education of Exceptional Children.

66. S.N.D.T. WOMEN'S UNIVERSITY

Minimum Requirement for Admission - B.Ed. examination of the university or any other examination recognised by the University. Duration - 2 years. Subjects - Compulsory; Philosophical and Sociological Foundation of Education; Methodology of Educational Research. Optional - any two of the following; Comparative Education including Problems in Modern Indian Education; Curriculum and Teaching; Measurement in Education; Guidance and Counselling; Administration of Education; Early childhood Education; Teacher Education.

67. SOUTH GUJARAT UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree in second division. Duration - 2 years (part-time) and 1 year (full-time). Subjects - Compulsory: Philosophical and

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Gandhi Memorial College Of Education Bantalab Jammu

Sociological Foundations of Education; Methodology of Educational Research, Advanced Educational Psychology. Optionals - one of the following: Group A: Psychological Testing, Guidance and Counselling, Statistical Methods, Personality and Adjustment. Group B: Principles of Educational Administration, Concepts and Practice of Supervision and Human Relations in Educational Administration, Educational Planning and Finance in India, Comparative Educational Administration, Group C: Development of Educational Thought, Problems of Indian Education, Educational Planning in Developing Countries. Group D: Educational Techniques, Curriculum Planning, Methodology of Teaching, Innovations and change in Education.

68. SRI VENKATESWARA UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree of the university or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - Philosophical and Social Foundations of Education; Advanced Educational Psychology; Techniques of Research and Educational Statistics; any two of the following: Economics of Education; Experimental Education; Advanced Philosophy of Education; History of Education; Comparative Education; Guidance and Counselling; Educational Administration; Adult (Social) Education; Childhood Education; Education of the Gifted and Backward; Teacher Education. A dissertation in a subject approved by the University has also to be submitted.

69. UTKAL UNIVERSITY

Minimum Requirement for Admission - B.Ed. examination, Diploma in Education or B.Sc. and B.Ed. (Sc.) Examination or an examination recognised as equivalent thereto. Duration - 1 year. Subjects - Compulsory: Philosophical and Sociological Foundation of Education; Advanced Educational Psychology; Introduction to Educational Research and Dissertation; Specialisation: any three from the following (atleast one from each group) Discipline Stream - Educational Measurement and Evaluation; Educational Planning and Economics of Education; Education of Exceptional Children; Early Childhood Education; Nonformal Education; Educational and Vocational Guidance; Educational Administration and Supervision; Comparative Education; Curriculum Construction; Teacher Education; Task oriented Stream ;Science Education; Maths Education; Language Teaching; Teaching of History; Teaching of Geography; Teaching of Home Science; Instructional Techniques; Business Education; Agriculture Education.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

70. VIKRAM UNIVERSITY

Minimum Requirement for Admission - B.Ed. degree. Duration - 1 year (Full-time) and 2 years (Part-time). Subjects - Compulsory: Educational Philosophy and Sociology; Educational Psychology and Methodology; Educational Research and Methods of Educational Statistics. Optionals - any two of the following: Comparative Education; Vocational Guidance; Educational Administration, Inspection and Financial Management; Teachers-teaching; Principles of the Development of Courses and Study, Mental Health and Child Guidance; Dissertation.

71. VISVA-BHARATI UNIVERSITY

Admisstion Requirement - B.Ed. degree examination. Duration - 1 year. Subjects - Educational Philosophy and Sociology; Advanced Educational Psychology; Techniques of Research in Education; Educational Statistics; any two of the following; Tagore as an Educator; Educational Administration and Supervision; Educational Measurement and Evaluation; Guidance and Counselling; Experimental Education; Principles of Curriculum Construction; Mental Hygiene and Child Guidance; History of Education; Teacher Education.

The Department of Extension Services conducts inservice course of various types for teachers of secondary schools in the neighbourhood.

72. ALAGAPPA UNIVERSITY

Admission Requirement - A degree in teaching of a university or an equivalent examination. Duration - 1 year (2 semesters).

73. GOA UNIVERSITY

Minimum Requirement for admission - B.Ed. Degree. Durationn - 2 years.

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Appendix - 9

EXISTING CURRICULUM FOR THE M.Ed. COURSE IN INDIAN UNIVERSITIES

Sl. No.	Name of University	Yearly/ Semester	Total No. of papers	No. of Compulsory papers	No. of Elective papers	No. of Optional papers	Thesis	Viva	Remarks
1	2	3	4	5	6	7	8	9	10
1.	Agra Uty.	1	4	3	6	1	✓	✓	
2.	Aligarh Muslim Uty.	1	NA	NA	NA	NA	NA	NA	M.Ed. & M.A.(Edn.)
3.	Uty. of Allahabad	1	4	3	9	1	✓	✓	
4.	Amravati Uty.	NA	NA	NA	NA	NA	NA	NA	
5.	Andhra Uty.	1	4	3	8	1	NA	NA	
6.	Annamalai Uty.	2	5	3	7	2	✓	✓	
7.	Avadth Uty.	1	5	4	8	1	✓	✓	
8.	Awadesh Pratap Singh Uty.	1	3	2	3	1	✓	✓	
9.	Banaras Hindu Uty.	1	5	3	10	2	✓	NA	
10.	Banasthali Vidyapith	1	4	3	4	1	✓	NA	
11.	Bangalore Uty.	1	5	2	6	1	✓	✓	6 - 1 gp - 1 major 2 minor
12.	M.S.Uty. of Baroda	1	6	4	6	1	✓	✓	6 - 1 gp- 2 papers
13.	Berhampur Uty.	1	5	4	9	1			

1 - Yearly 2 - Semester NA - Not Available ✓-Existing gp. - group

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Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7	8	9	10
14.	Bhagalpur Uyt.	NA	NA	NA	NA	NA	NA	NA	
15.	Bharathiar Uty.	2	6	4	9	2			
16.	Bharathidasan Uty.	1	5	3	13	2			
17.	Bhavnagar Uty.*	2	5	3	7	2			
18.	Bhopal Uty.	1	5	3	6	2			
19.	Bombay Uty.	1	NA	3	13	13	NA		
20.	Bundelkhand Uty.	NA	NA	NA	NA	NA	NA	NA	
21.	Calicuty Uty.	1	5	3	16	2	1	1	
22.	Dayalbagh Ednl. Institute, Agra.	1	4	3	-	1	-	-	
23.	Delhi Uty.	1	5	3	12	2	-	-	7 Report/Essay
24.	Devi Ahilya Vishwavidyalaya	1	5	3	6	2	1	1	
25.	Doctor Harising Gour Vishwavidyalaya	1	5	4	5	1	1	1	
26.	Garhwal Uty.	1	5	3	6	1	1	-	6-1 gp.- 2 papers 7 dissertation/ 2 papers
27.	Uty. of Gorakhpur	1	5	4	5	1	1	1	
28.	Gujarat Uty.	1	3.	2	8	1	1	-	

* Candidates may obtain the degree either by submitting a thesis or by taking the prescribed paper and dissertation.

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Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7	8	9	10
29.	Guru Ghasidas Uty.	1	5	4	5	1	-	-	
30.	Guru Nanak Dev. Uty.	1	5	3	9	2	1	1	
31.	Himachal Pradesh Uty.	2	5	3	6	2	1	1	
32	Jamia Millia Islamia	1	5	2	12	3	1	1	+ Sessional work
33.	Uty. of Jammau	1	5	4	6	1	1	1	
34	Uty. of Jodhpur	1	5	3	10	1	1	1	6-1gp- 2 papers + practical work
35	Kakatiya Uty.	1	NA	NA	NA	NA	NA	-	
36	Kanpur Uty.	1	5	3	8	2	1	1	
37.	Karnatak Uty.	2	4	3	7	1	1	-	
38.	Uty. of Kashmir	1	5	3	5	2	1	1	
39.	Uty. of Kerala	1	5	3	19	2	1	1	
40.	Kumaun Uty.	-	-	2	4	1	1	-	
41.	Kurukshetra Uty.	2	6	3	13	3	1	1	
42	Uty. of Lucknow	1	6	4	8	1	1	1	7 - Thesis/ Papers
43.	Uty. of Madras	2	5	3	16	2	1	-	
44.	Madurai-Kamaraj Uty.	2	7	6	8	1	1	-	
45.	Maharshi Dayanad Uty.	1	5	3	9	2	1	1	6-2 gps.- Paper No. differs for different gps.
46.	Marathwada Uty.	1	6	3	10	3	-	-	

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Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7	8	9	10
47.	Meerut Uty.	1	-	-	-	-	-	-	
48.	Uty. of Mysore	1	5	3	10	2	1	1	
49.	Nagarjuna Uty.	1	4	3	8	1	-	-	
50	Nagpur Uty.	1	5	3	9	2	1	-	
51.	North-Eastern Hill Uty.	2	5	4	6	1	-	-	
52.	Osmania Uty.	1	5	4	6	1	-	-	
53.	Punjab Uty.	1	6	3	11	3	1	1	
54.	Patna Uty.	1	6	5	15	1	1	1	
55.	Uty. of Poona	1	6	4	6	2	1	1	5-6 gp.- 2 papers 7 - Thesis/ Paper
56.	Punjabi Uty.	1	5	3	7	2	1	-	
57.	Uty. of Rajasthan	1	5	3	10	2	-	-	6.1 gp.- 2 paper
58.	Ranchi Uty.	1	5	4	10	2	-	-	
59.	Rani Durgavati Vishavidyalaya	1	3	2	7	1	-	-	
60.	Ravishankar Uty.	1	5	4	5	1	-	-	
61.	Rohilkhand Uty.	1	-	-	-	-	-	-	
62.	Sambalpur Uty.	1	NA	3	7	NA	-	-	
63.	Sardar Patel Uty.	1	8	7	5	1	-	-	

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

1	2	3	4	5	6	7	8	9	10
64.	Saurashtra Uty.	2	6	3	19	3	-	-	6.1 gp.- 3 papers
65.	Shivaji Uty.	1	5	4	7	1	-	-	
66.	S.N.D.T. Women's Uty.	1	5	3	6	2	-	-	
67.	South Gujarath Uty.	1	4	3	14	1	-	-	
68.	Sri.Venkateswara Uty.	1	5	3	11	2	1	-	
69.	Utkal Uty.	1	6	3	18	3	1	1	
70.	Vikaram Uty.	1	5	3	6	2	1	-	
71.	Viswa-Bharati Uty.	1	6	4	9	2	-	-	
72.	Algappa Uty.	2	-	-	-	-	-	-	
73.	Goa University	1	-	-	-	-	-	-	

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Gandhi Memorial College Of Education Bantalab Jammu

Gandhi Memorial College Of Education Bantalab Jammu

MASTER OF EDUCATION (M.Ed.)

Admission Requirements

Bachelor's degree in Education, or its equivalent including BT or LT, is the basic degree prescribed for admission to M.Ed. Course in the majority of the Universities which offer the course. (Encl. I. (a))

BA/BSc.,B.Ed. of Kurukshetra University and 4 years' teaching experience of MA with BT or B.Ed. degree is prescribed as minimum qualification in Guru Nanak Dev University; and any BA/BSc., B.Ed. by Maharshi Dayanand, Shivaji and Utkal Universities.

A degree in any faculty is permitted in Lucknow,Meerut, Punjab and Rani Durgavathi Universities (Encl.I(b)).

Jamia Millia University specifies B.Ed. Second Class or M.A. Second Class.

A pass in the Bachelor's Degree is sufficient for the majority of the universities. At least a second class is prescribed as minimum requirement by nearly ten universities [Encl.1(c)].

Minimum marks is prescribed in 13 universities, (40 per cent for Osmania University, and 45 per cent in Kurukshetra university and Maharsi Dayanand University).

Teaching experience in addition to Bachelor's degree is the basic requirement in Delhi, Guru Nanak Dev, Kashmir, and Punjabi Universities. Teaching experience is permitted as an alternative to second class in B.Ed. in Baroda University. Teaching experience requirement is 5 years in Baroda University; 4 years in Guru Nanak Dev University; 3 years in Delhi,(which can be varied by the Head of the Department) Himachal Pradesh, Kashmir and Punjabi Universities; 2 years in North-Eastern Hill University and 1 year in Bangalore University.

CC-O. Agamnigam Digital Preservation Foundation,Chandigarh

Gandhi Memorial College Of Education Bantalab Jammu

An upper age limit of 40 years in prescribed by Jamia Millia University.

An Interview and written test is compulsory in Osmania University.

Duration of the Course

In all universities (except S.N.D.T. Women's University, Bombay and Goa University 2 years) the course is of 1 year duration for regular students and 2 years for part-time students (2a). The one year has been specified as 2 semesters/terms in 10 universities [Encl.II(b)].

In Lucknow the regular course is one year for those with degree in Education and for others the duration is 2 years.

ENCLOSURE 1: MINIMUM REQUIREMENTS

1(a). Universities with B.Ed. or equivalent as minimum requirement for Admission to M.Ed. Course

1. Amaravati University
2. Andhra University
3. Annamalai University
4. Avadh University
5. Awadesh Pratap Singh University
6. Benasthali Vidyapith
7. Bangalore University
8. M.S. University of Baroda
9. Berhampur University
10. Bhagalpur University
11. Bharathidasan University
12. Bharathiar University
13. Bhavnagar University
14. Bhopal University

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Gandhi Memorial College Of Education Bantalab Jammu

15. Bombay University
16. Calicut University
17. Dayalbagh Educational Institute, Agra
18. Delhi University
19. Devi Ahilya University
20. Gujarat University
21. Guru Ghasidas University
22. University of Jammu
23. Kakatiya University
24. Kanpur University
25. Karnatak University
26. University of Kashmir
27. University of Kerala
28. Kumayun University
29. Madras University
30. Madurai Kamaraj University
31. Marathwada University
32. University of Mysore
33. Nagarjuna University
34. Nagpur University
35. Norht-Eastern Hill University
36. Osmania University
37. Rohilkhand University
38. Sambalpur University
39. Sardar Patel University
40. Saurashtra University
41. Shivaji University
42. S.N.D.T. Women's University
43. South Gujarat University
44. Sri. Venkateswara University

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Gandhi Memorial College Of Education Bantalab Jammu

45. Vikram University
46. Viswa Bharati University
47. Alagappa University

I(b) Universities which prescribe a degree in any faculty as Minimum Qualification for admission to M.Ed. Course.

1. Lucknow University
2. Meerut University
3. Punjab University - B.Ed./BT or Degree with Senior diploma.
4. Rani Durgavati University - B.A./B.Sc.+B.Ed.

I (c) Minimum Qualificaion: 2nd Class in Degree

1. A.P. Singh University
2. Benaras Hindu University
3. M.S. University of Baroda
4. Dr. Hari Singh Gour University
5. Gujarat University
6. Himachal Pradesh University
7. Jamia Millia University
8. Karnatak University
9. North-Eastern Hill University
10. South Gujarat University

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Gandhi Memorial College Of Education Bantalab Jammu

ENCLOSURE II: DURATION OF COURSE

II (a) Universities which offer M.Ed. as a part-time Course.

1. Agra University
2. M.S. University of Baroda
3. Bombay University
4. Bundelkhand University
5. Delhi University
6. Saurashtra University
7. Gujarat University
8. Jamia Millia University
9. Karnatak University
10. Sardar Patel University
11. South Gujarat University
12. Vikram University

II(b) Universities which prescribe the duration of M.Ed. Course 1 year as two semester/terms.

1. Bharathiar University
2. Bhavanagar University
3. Himachal Pradesh University
4. Karnatak University (2 terms)
5. Kurukshetra University
6. Madras University
7. Madurai Kamaraj University
8. North-Eastern Hill University
9. Saurashtra University
10. Alagappa University

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Gandhi Memorial College Of Education Bantalab Jammu

Appendix - 11

UNIVERSITIES WHICH PRESCRIBE THE DURATION OF M.Ed. COURSE AS TWO SEMESTERS/TERMS

1. Bharathiar University
2. Bhavanagar University
3. Himachal Pradesh University
4. Karnatak University (2 terms)
5. Kurukshetra University
6. Madras University
7. Madurai Kamaraj University
8. North-Eastern Hill University
9. Saurashtra University
10. Alagappa University

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Gandhi Memorial College Of Education Bantalab Jammu

Appendix-12

OPTIONALS OFFERED FOR M.Ed. IN INDIAN UNIVERSITIES

	Name of the papers	No. of Universities
1.	Educational Administration, Supervison and Finance	56
2.	Comparative Education	44
3.	Guidance and Counselling	36
4.	Teacher Education	35
5.	History and Problems of Indian Education (Foundation Paper)	35
6.	Curriculum Development	34
7.	Educational Measurement and Evaluation	32
8.	Educational and Vocational Guidance	23
9.	Experimental Education	19
10.	Special Education	17
11.	Educational Technology	17
12.	Advanced Educational Psychology	15
13.	Mental Hygiene and Child Guidance	15
14.	Research Methods and Statistics	12
15.	Advanced Methodology of Teaching School Subject	11
16.	Economics of Education	10
17.	Sociology of Education	9
18.	Non-formal Education	9
19.	Advanced Technology of Instruction	7
20.	Contemporary Issues in Education	6
21.	Early Childhood Education	6
22.	Social Education	6
23.	Language Education	6
24.	Higher Education	5

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Gandhi Memorial College Of Education Bantalab Jammu

25.	History and Evolution of Educational Thought	4
26.	Experimental Psychology	4
27.	Teacher Behaviour and Micro Teaching	2
28.	Education and Rural Development	2
29.	Professional and Technical Education	1
30.	Art and Culture Education	1
31.	Physical Education	1
32.	Text Book writing	1
33.	Yoga Education	1
34.	Audio-visual Education	1
35.	Tagore as an Educator	1
36.	Agricultural Education	1
37.	Business Education	1

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OPTIONALS OFFERED FOR M.Ed. IN INDIAN UNIVERSITIES

Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1. Agra Uty.	✓	✓	✓			✓			✓			✓																		
2. Aligarh Muslim Uty.	✓	✓	✓		✓		✓			✓				✓					✓					✓	✓					
3. Uty. of Allahabad	✓	✓	✓	✓					✓												✓									
4. Amaravati Uty.																														
5. Andhra Uty.	✓	✓	✓		✓	✓	✓						✓		✓															
6. Annamalai Uty.		✓					✓						✓			✓	✓		✓					✓						
7. Avadh Uty.	✓				✓			✓	✓		✓				✓		✓													
8. A.P.Singh Uty.	✓			✓				✓										✓		✓										
9. Banaras Hindu Uty.	✓	✓	✓	✓		✓			✓		✓																			

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Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
10. Banasthali Vidyapith			✓								✓	✓																		
11. Bangalore Uty.	✓		✓			✓	✓					✓				✓														
12. M.S. Uty. of Baroda	✓		✓	✓	✓	✓			✓																					
13. Berhampur Uty.	✓	✓			✓		✓	✓			✓		✓		✓			✓												
14. Bhagalpur Uty.*																														
15. Bharathiar Uty.				✓	✓													✓					✓	✓						
16. Bharathidasan Uty.	✓		✓	✓		✓	✓			✓	✓							✓			✓			✓				✓		
17. Bhavnagar Uty.	✓	✓	✓	✓	✓	✓	✓					✓																		
18. Bhopal Uty.	✓	✓			✓		✓		✓				✓																	
19. Bombay Uty.	✓	✓	✓		✓	✓	✓		✓				✓	✓		✓			✓									✓		
20. Bundelkhand Uty.																														
21. Calicut Uty.	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓														
22. Dayalbagh Edn1. Institute, Agra *																														

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Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
23. Delhi Uty.	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓						✓											
24. Devi Ahilya Vishwavidyalaya	✓	✓	✓	✓		✓		✓					✓																	
25. Doctor Harsing Gour Vishwavidyalaya	✓				✓			✓	✓	✓																				
26. Garhwal Uty.	✓	✓					✓	✓	✓																					
27. Uty. of Gorakhpur	✓				✓			✓	✓						✓															
28. Gujarat Uty.	✓	✓	✓	✓	✓	✓	✓					✓																		
29. Guru Ghasidas Uty.	✓				✓		✓	✓	✓																					
30. Guru Nanak Dev uty.	✓	✓	✓	✓	✓	✓	✓									✓						✓								
31. Himachal Pradesh Uty.	✓	✓				✓	✓				✓																			
32. Jamia Millia Islamia	✓	✓	✓			✓	✓		✓					✓	✓	✓	✓													
33. Uty. of Jammu	✓				✓			✓			✓								✓											
34. Uty. of Jodhpur	✓	✓	✓	✓		✓	✓				✓	✓				✓					✓									

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Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
35. Kakatiya Uty.																														
36. Kanpur Uty.	✓	✓		✓	✓	✓	✓	✓	✓																					
37. Karnatak Uty.	✓	✓	✓																							✓	✓			
38. Uty. of Kashmir		✓	✓		✓			✓												✓										
39. Uty. of Kerala	✓	✓		✓		✓	✓	✓		✓	✓		✓	✓	✓		✓		✓		✓		✓		✓				✓	
40. Kumaun Uty.																														
41. Kurukshetra Uty.	✓	✓					✓	✓			✓		✓	✓		✓														
42. Uty. of Lucknow	✓		✓		✓									✓			✓					✓			✓					
43. Uty. of Madras		✓	✓		✓	✓		✓		✓	✓								✓				✓	✓		✓				
44. Madurai Kamaraj Uty.	✓		✓	✓		✓	✓				✓	✓					✓													
45. Maharshi Dayanand Uty.	✓	✓		✓			✓	✓			✓		✓							✓		✓								
46. Marathwada Uty.	✓	✓		✓	✓		✓	✓		✓	✓																			
47. Meerut Uty.																														

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Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
48. Uty. of Mysore			✓			✓			✓	✓		✓	✓	✓								✓								
49. Nagarjuna Uty.	✓	✓	✓		✓	✓	✓						✓	✓	✓															
50. Nagpur Uty.	✓	✓	✓	✓	✓	✓	✓							✓			✓								✓					
51. North-Eastern Hill Uty.	✓				✓	✓						✓	✓																	
52. Osmania Uty.	✓	✓		✓	✓												✓	✓												
53. Punjab Uty.	✓	✓	✓	✓							✓					✓				✓		✓	✓							
54. Patna Uty.	✓	✓	✓	✓		✓				✓	✓	✓						✓			✓									
55. Uty. of Poona	✓	✓	✓	✓	✓																					✓				
56. Punjabi Uty.	✓	✓		✓	✓		✓	✓		✓	✓																			
57. Uty. of Rajasthan	✓	✓	✓	✓	✓	✓	✓				✓				✓										✓					
58. Ranchi Uty.																								✓						
59. Rani Durgavathi Uty.	✓	✓	✓		✓					✓				✓							✓									
60. Ravishankar Uty.	✓					✓			✓	✓	✓																			

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Name of the University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
61. Rohilkhand Uty.																														
62. Sambalpur Uty.	✓	✓			✓	✓	✓	✓					✓																	
63. Sardar patel Uty.	✓		✓	✓		✓			✓																					
64. Saurashtra Uty.	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓	✓					✓					✓					
65. Shivaji Uty.	✓	✓	✓	✓		✓	✓			✓		✓														✓				
66. SNDT Women's Uty.	✓	✓	✓	✓		✓	✓														✓									
67. South Gujarath Uty.	✓	✓	✓		✓	✓					✓	✓		✓	/					✓										
68. S.V. Uty.	✓	✓	✓	✓	✓					✓	✓					✓					✓	✓								
69. Utkal Uty.	✓	✓		✓		✓	✓	✓			✓						✓	✓	✓			✓	✓							
70. Vikram Uty.	✓	✓		✓				✓						✓																
71. Viswa Bharati Uty.	✓		✓	✓	✓	✓	✓		✓				✓																	
72. Alagappa Uty.*																														
73. Goa University *																														

* Information not available

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Educational Administration, Supervision and Finance

1. Educational Administration
2. Educational Administration and Supervision
3. Educational Administration and Planning
4. Educational Administration, Planning and Finance
5. Administration of Education
6. Educational Supervision including Finance
7. Politics of Education and Administration
8. Educational planning and Finance
9. Finance of Education and Educational Planning
10. Educational Administration and supervision including Finance
11. Principles of Administration and Human Understanding, Supervision and Planning
12. Educational Administration, Supervision and planning
13. Principles of Educational Administration and Management and Educational Planning and Finance
14. Systems of Educational Planning and Finance
15. Principles of Educational Administration, Planning and Finance
16. Educational Finance
17. Educational Administration and Organisation
18. Educational Planning
19. Educational Organisation and Administration in India.
20. Educational Planning, Educational Administration
21. Educational Administration and Management
22. Foundation of Educational Administration
23. School Administration
24. Educational Planning and Finance

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25. Principles of Educational Administration, Concept and Practices of Supervision and Human Relations in Educational Administration, Educational Planning and Finance in India

26. Educational Administration, Inspections and Financial Management

Comparative Education

1. Comparative Study of Educational System in UK, USA, USSR and India.
2. Theory and Principles of Comparative Education
3. Present Educational Systems in UK, USA, USSR.
4. Comparative Study of Educational System in UK, USA, and USSR.
5. Educational System and Problems in UK, USA and India.
6. Comparative Education including Problems in Modern Indian Education.

Guidance and Counselling

1. Guidance - Its Principles, Organisation and Services
2. Guidance and Counselling in Education
3. Principles of Guidance
4. Guidance and Evaluation

Teacher Education

1. Teacher's training
2. Teacher Education and Curricular Development
3. Teacher's Teaching

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History and Problems of Indian Education

1. History and Evolution of Educational Thought
2. Problems of Education;Primary and Basic Education or Secondary Education
3. History of Indian Education
4. History of Education and Educational Thought
5. Pre-primary and Primary Education
6. Secondary and Higher Secondary Education
7. History of Education and Problems of Education
8. History of Education and Problems of Indian Education
9. History of Education
10. Development and Problems of Indian Education
11. Modern Indian Education
12. Educational and National Development
13. Problems of Education in India
14. History of Education in India
15. Problems of Education
16. Educational system in India
17. History of Modern Indian Education
18. History of Education in Modern India
19. Problems of Indian Education

Curriculum Development

1. Principles of Education and Curriculum Development
2. Curriculum Construction
3. Curriculum and Instructions
4. Curriculum and Teaching

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5. Curriculum and Institutions
6. Principles and Practices of Curriculum Development
7. Curriculum Construction and Development
8. Theory and Principles of Curriculum Constructions
9. Principles of Curriculum Construction
10. Principles of Curriculum Development
11. Curriculum and Teaching
12. Curriculum Development and Advanced Techniques of Instruction
13. Foundations of Curriculum Development
14. Curriculum Planning

Educational Measurement and Evaluation

1. Educational Test and Measurements
2. Measurement and Evaluations
3. Psychological Measurement and Educational Evaluations
4. Educational Measurement, Designs of Experiment and Advanced Statistics.
5. Measurement and Evaluation in Education
6. Techniques of Evaluation and Test Construction
7. Testing and Measurement
8. Educational Measurements and Statistical Techniques
9. Educational Testing and Measurement
10. Educational Measurement and Evaluation
11. Educational Measurement
12. Measurement in Education

Educational and Vocational Guidance

1. Vocational Guidance

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2. Principles of Guidance, Organisation and Administration of Guidance
3. Vocational and Educational Guidance and Counselling
4. Vocational Developemnt and Occupational Information
5. Vocational/Occupational Education

Experimental Education

1. Experimental Education and Statistics
2. Experimental Education and Experimental Psychology
3. Educational Statistics and Experimental Education

Special Education

1. Education of the gifted and Backward
2. Education of Physically Handicapped Children
3. Education of Exceptional Children

Educational Technology

1. Technology of Education
2. Programming and Educational Technology
3. Programmed Instruction

Advanced Educational Psychology

1. Educational Psychology
2. Advanced Psychology
3. Psychological Foundations of Education
4. Psychology of Development

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5. Psychology of Learning and Instructions
6. Psychology of Childhood and Adolescence
7. Psychological Testing
8. Personality and Adjustment
9. Psychology of Learning and Development
10. Psychometry
11. Child Development

Mental Hygiene and Child Guidance

1. Mental Hygiene
2. Child Guidance
3. Mental Hygiene in Education
4. Mental Hygiene and Psychometrics
5. Mental Health and Child Guidance

Research Methods and Statistics

1. Advanced Educational Statistics
2. Methodology of Educational Research
3. Advanced Statistics in Education
4. Methods of Educational Research and Educational Statistics
5. Statistical Methods

Economics of Education

1. Economics of Education, Planning and Finance
2. Economics of Education & Educational Planning
3. Educational Planning & Economics of Education

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Sociology of Education

1. Sociological Foundations of Education
2. Advanced Educational Sociology
3. Educational Sociology

Non-formal Education

1. Adult/Continuing Education
2. Androgogy and Continuing Education

Advanced Technology of Instruction

1. Educational Technology and Innovative Practices in Education
2. Instructional Technology
3. Advanced Instructional Methodology and Educational Technology

Contemporary Issues in Education

1. Contemporary Problems of Education in India
2. Current Problems in Indian Education
3. Modern Indian Education
4. Innovations and Change in Education
5. Development of Educational Thought

Early Childhood Education

1. Child Education
2. Childhood Education

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Social Education

1. Social Education and Basic Education
2. Basic and Social Education
3. Adult/Social Education

Language Education

1. Language Education - Hindi and Malayalam
2. A Modern Indian Language
3. A Modern Foreign Language
4. A Classical Language
5. Language Teaching

Experimental Psychology

1. Measurement of Human Abilities
2. Mental Testing and Measurement
3. Experimental Psychology and Statistical Methods

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Appendix - 13

Dear Sir/Madam,

As you may be aware the University Grants Commission has identified the Department of Education, University of Kerala as the Centre for Curriculum Development in Education at Under-graduate and Post-graduate levels. As part of the process of preparing the Curriculum, the committee is debating on the structure of the course.

Please indicate your preferences on the following aspects of the Masters' Course in Education. It will be very helpful if we could receive your responses by the 10th of Sept. 1987.

Thanking you,

Sd/-
Dr.Vasantha Ramkumar,
National Co-ordinator.

Trivandrum,
24th Aug., 1987.

1. Name : M.A.(Edn.)/M.Ed./Any other.

2. Duration : 1 year/2year/Any other.

3. Papers :

	Core	Optional
1. Total No.	----------	----------
2. Specify core papers		
1.	----------	
2.	----------	
3.	----------	
4.	----------	
3. Electives (Specify two based on Preference)		

4. Research Methods and Statistics : Compulsory/Not Compulsory

5. Dissertation : Compulsory/Not Compulsory

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6.	Viva-Voce	: Based on whole programme/ based on thesis alone.
7.	Minimum Qualificaiton required for entrance	: B.Ed./Any Bachelor's Degree/ Any Master's Degree
8.	Examination	: Internal/External
9.	Valuation	: Internal/External
10.	Objectives	: 1. To train for the different Professional roles in Education, other than teaching in Schools. 2. To Train for all roles in education, including teaching in schools.
11.	Any other suggestions pertaining to strucutre of course	:

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Appendix - 14

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

This core paper will form a separate paper having 100 marks.

The objectives are:

1. To enable the students to understand the role of philosophy in shaping education,
2. To enable the students to critically examine the concepts of education in Indian and Western Philosophical thoughts and to synthesize them,
3. To enable the students to grasp the basic ideas in various philosophies of education,
4. To enable the students to appreciate (a) the role of philosophy in shaping the human being, (b) implications of philosophy for education, (c) historical trends and personalities in the development of philosophy of education and (d) the concept of life-long education and value education.

The paper is divided into the following six major units.

Unit 1. Significance of Philosophy, Scope, Nature etc.
Unit 2. Philosophies of Education
Unit 3. Western Philosophies of Education
Unit 5. Aspects of Educational Thought
Unit 6. Fundamental Philosophical Issues.

The broad headings of sub-topics under each major unit along with indication of the teaching strategies, Research/ activities, Evaluatio procedures and approximate time required for coverage are presented.

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MAJOR UNIT - 1. SIGNIFICANCE OF PHILOSOPHY OF EDUCATION

	Sub-topic	Time	Research/Activities	Teaching strategies	Evaluation
1.(i)	Meaning of Philosophy and Definition.	1 hr.	Reading books on pure philosophy, listening to guest lectures of eminent thinkers, and presenting brief reports of the above research/activities.	Lecture, Dialogue, Discussion followed by research activities.	Formative Evaluation through oral questioning. Assignment and summative Evaluation.
(ii)	Levels of Philosophy	1 hr.			
(iii)	Motives for Philosophy	1 hr.			
2.(i)	Meaning of Education scope and Definition	1 hr.	Reading books on educational theory, Arranging general discussions, Reporting.	Dialogue, Group discussion, etc. after research/activity.	Assignment
(ii)	Philosophy of Education Meaning, Definition Value of studying Educational Philosophy	1 hr.			
3.	Ways of studying Educational Philosophy	2 hrs.	Reading books written by great philosophers of education like Rousseau, Dewey, Gandhi etc. developing the ways adopted by them for studying educational philosophy - Reporting.	Discussion after research/Assignment activity, summing-up and lecture by teachers.	

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UNIT - 2. PHILOSOPHIES OF EDUCATION

Topic & Time	Research Activities	Teaching Strategies *	Evaluation & References
Philosophical approaches to the problems of Education: A. Idealism 3+2+1 B. Realism C. Naturalism D. Pragmatism/Instrumentalism/Experimentalism E. Dialectical materialism F. Existentialism	1. Students should be given guided reading for this topic and their presentation of papers may help to deepen the concepts emerging from this topic. 2. The last period may be devoted in this way. One student may take one philosophical thought and six students may discuss this topic based on point 1 in teaching strategies.	1. These topics may be taught and deductions be made in terms of (A) aims of Education (B) Role of teachers (C) Students (D) the concept of a human being and (E) the outcome of educating the human being. 2. Basic concepts should be taught and if possible the genesis of these philosophies as well as its implications should be highlighted 3. Guided reading for students will help to teach the topic through (a) Lecture for fundamentals (b) guided reading (c) discussion	1. Questions on: A. Comparing the philosophical trends. B. Getting the essence of these philosophies C. Detailed implications of these philosophies on education are recommended.

* 3 Periods for basic lectures 2 periods for paper presentation on the basis of guided reading by students
1 period for assimilation by Role Play

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The Recent trends in Education - its basic philosophy. 1. Humanism 2. Reconstructionism 3. Pernnialism 4. Philosophical analysis 5. Phenomenology	2 periods (1+1)	for one period the students may share their reading. Even a guided questions assignement will be effective wide to deal with this topic.	1 The teacher has to give guided reading for this topic. More of it can be covered by reading and discussions. Only one lecture by the teacher can cover them. 2 Not desirable to give equal weightage. 3 Those institutions who can afford more time, may devote greater amount of time to this topic. The students be made to think to read and form their opinions. They may further be oriented to develop a critical look at trends.	Short pointed questions will be better media to evaluate this topic. A critical question be formulated allowing the student to pick up any one issue and write comments on the same.
Education in contemporary India - A Philosophical Critique Looking at: 1. Indian way of thinking 2. Indian origin in Philosophy (Dwaita-Adwaita way) 3. and the Education as it is looked upon in "National Policy" and its operation in the country: (a) the subsystem (b) the structure (c) the sheer numbers (d) Education - as a display value or programmatic value (e) delinking education from jobs.		Such concepts need a through discussion rather than teaching. 2 periods		

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UNIT - 3. WESTERN PHILOSOPHIES AND EDUCATION

Objective	Contents	Activities and Strategies	Reference	Evaluation
Introduction to elements of Western Philosophical thought.	Unit 1. Idealism 2. Pragmatism 3. Naturalism 4. Realism 5. Existentialism 6. Marxism 7. Reconstructionism 8. Humanism	Introductory lectures on: 1. a. Basis of classification of philosophies. b. Relationship between current socio-economic and political trends and philosophical investigations. 3 lectures a. Themes of the philosophies, 16 lectures b. Comparison and contracts of philosophies 2 lectures 20 lectures c. Comparison with Indian Idealism and materialism. The teacher will deal with each of the philosophies historically and emphasise on the basic issues constitute the main concern of philosophers perennially. Even though there is no final answer to the philosophical questions, the contemporary philosophies result in the required enlightenment and this enable a student of education to grasp the genesis of his discipline.	1. Ozmon, H.A & Graver, S.M. Philosophical Foundations of Education. London, Charles E. Merril, 1981. 2. Ulich, R. Three Thousand years of Educational Wisdom. Cambridge, Harward University Press, 1947. 3. Hocking, The Types of Philosophy. 4. Munity, M.K. The Ways of Philosophy. 5. Soltis, J.F. Philosophy and Education, 80th Year Book. Chicago, National study for Study of Education, 1981. 6. Russell, B. History of Western Philosophy, London, Allen & Unwin, 1948	

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Objective	Contents	Activities and Strategies	Reference	Evaluation
		Students activities a. The students will prepare a comprehensive list of books and articles dealing with the philosophies. b. Comparison of various authors belonging to the same school. c. Comparison of western philosophies and contributions of Vivekananda, Aurobindo, Tagore and Gandhi. d. Comparison of Marxism with Gandhi. The students will be encouraged to examine each school critically and give their estimate of each school with respect to the current trends in Indian Education. Consistency between philosophical imperatives and Psychological theories of human growth and development.		a. Paper reading sessions on topics like: b. ethic in idealism c. Marxist theory of conflict and its implication for education. d. Existence and Essence. The role of education in realising the essence of existence. e. Comparison between views of John Dewey and William James f. John Dewey's concept of experience and education and Gandhian view of Craft holding the pivotal position in education. etc.

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UNIT - 4. INDIAN PHILOSOPHIES OF EDUCATION

Sub-topics	Time	Research/Activities	Teaching Strategies	Evaluation
1. Eastern Approaches to Philosophy of Education - Early Approaches, Pre-Vedic, Vedi, Post-vedic, their synthsis in the Bhagawat Gita.	5 hrs.	Reading original texts or Readings on these areas - Reporting.	Lecture-cum-Discussion Role-play on certain select episodes. Guest lecturesby eminent scholars in philosophy with specialization in Indian systems.	Assignment on Relevance of the early approaches to modern times.
2. Contributions ofthe Buddist,Jainsit,	4 hrs.	"	Dialogue,guest lectures by specialists in these systems, symposium.	Assignment:Development of Educational Theory & Practice through these systems.
3. The continuity of Tradition - Aurobindo, Tagore, Vivekananda, Gandhi, Krishnamoorthy etc.	3 hrs.	"	Guest lectures, symposium.	Assignments: Contributions of these thinkers to the Development of Education
4. Contributions of social thinkers like Kabir, Tulsi etc. (Tne Bhakti Movement) Ramakrishna Paramahamsa, the Sikh Gurus, Basavanna, subramonia Bharati, Sree Narayana Guru etc.	10 hrs.	Reading original writings, compiling, locating similar personalities from one's own.	Symposium,after research/ activities, Guest lectures. Reading of salient portions in the class.	Paper. "The Unity in the philosophical thoughts of the diverse regions, their implications for educational Practices."

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UNIT - 5. ASPECTS OF EDUCATIONAL THOUGHT

Contents	Time	Objectives	Activities and Strategies	Evaluation
1. Evolution of Education as a sub-system of a larger system: Philosophical thought behind it. 2 Education and values (Intellectual, Aesthetic, Spirutual or personal, Societal, Ethical and National values). 3 Life-long Education 4 Political systems 5 Freedom and authority in Education.	3+1 hrs. 3 periods for lecture plus discussion and 1 period for seminar.	This topic is planned with a purpose of orienting the students with some aspects which demand attention. Hence, assignment through guided questions will be useful activity.	1. Just a brief review of the emergence of Education 2. * The teacher may follow any classification he likes. 3. "Education as a birth right" concept be stressed. Implications of illiteracy be highlighted. 4. Idea of the implications of poli-systems on thought in the country. 5. Just the concept be amplified. One teacher may plan the assignment from guided references.	Short answer questios in general be useful. Where guided assignments are given, a detailed questions will be better.

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UNIT - 6. FUNDAMENTAL PHILOSOPHICAL ISSUES & EDUCATION

Objective	Content	Activities/Teaching Strategies	Reference	Evaluation
Issues and education. a. Comprehension of Basic philosophical Issues. b. The relationship between the basic issues and education.	Fundamental Philosophical Issues: I Metaphysical issues a. Nature and Cause of the existence b. Purpose of the universe c. Nature of man d. Absolute cause and Absolute purpose of life in general and Human life in particular. e. Primal substance f. Controversies regarding matter or mind as the ultimate reality. II Epistemological Issues - 2 lectures a. Nature of Knowledge b. Content and scope of knowledge	Lecutes as under: a. One Introductory lecture explaining the terms used. b. The materialistic and spiritualistic approach to explaining the issues. c. Significance of philosophical issues to Education. Students' activities a. Students will list down all the questions that they can think of retrospectively. b. A pool of such questions will be prepared. c. Categorisation of the questions according to the fundamental philosophical issues.	a. Brondy, H.S. Building a Philosophy of Education. Prentice-Hall (Chapter 10 P. 276-300). b. Raths, E.R., Harmin, M. and Simon S.B. values and Teaching. Charles E. Merrill, Professional Publications. Chapter 2 and 3. PP. 13-112. c. Reid, L.A. Philosophy and Education Heineman, London 1962. Chapters 2 and 3. PP 17-54.	a. Prepare a list of values and determine their correspondence with values enshrined in the preamble of Indian Constitution. b. Place different values on a hierarchy. c. Examine the relevance of the hierarchy of values to the criteria of judgement of values.

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Objective	Content	Activities/Teaching Strategies	Reference	Evaluation
	c. Means of knowledge a. Perception b. Intuition c. Authority d. Experience Theory of values origin of values, Good as a source of value. Transcendental character of values. socio-economic origins of values. Absolute vs. relative characteristics of values. Hierarchy of values. Ethics and Moraliy a. Origin of ethics and values - 2 lectures Aesthetics - concepts of Truth, Beauty and goddness according to various philosophical standpoints. Relationship between Fundamental philosophical Issues and theory and practice of Education.	d. Review of various philosophical standpoints. 2 lectures e. Examination of courses of contents at various levels and their correspondence with the philosophical issues. The teacher will stimulate further philosophical inquiry by referring to various western and occidental philosophies with reference to the fundamental issues.	d. Hinderson, S.V.P. Introduction to philosophy of Education. The University of Chichago Press Chichago K.47, Chapter XI, pp. 213-236. e. Encyclopaedia of Education. Relevant section. Pub.1985. f. Maslow, A.H. Sorokin, P.A. New Knowledge in Human values, New York, Harper Brothers. 1959.	d. What is the difference between epistemology of material philosophic, and idealistic philosophy? e. What is the validity of knowledge as the per its scope in materialistic philosophices and idealistic spiritualities philosophies? f. Is there any differences between knowledge, experience and wisdom?

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SOCIOLOGY

1. Sociology of Education: its Development and Scope. The Sociological approach.

2. Social system: its components - social structure, cultural system, Personality system.

3. Social Structure and Education - Class - religion, Caste, Tribe, Rural-Urban stratification and education.

4. Social Control and Education - Enculturation, Socialization, customs, tradition, bureaucracy, manifest and latest controls.

5. Social change and education -Characteristics of social change, three types and relationship between social change and education.

   (a) traditional social order and the recent change; education as an instrument and conservation and development of culture. Crises of values and the role of education, historical background of Indian education, curriculum, co-operation and community living.

   (b) formal and informal ways of social change. Evaluating power of social attitudes and values.

6. Modernization and education - Attributes of modernization; education as an agent of modernization.

7. School as a social system - analyzing school as an instruction and as social organization.

8. Process of socialization - Social stratification and its impact on education, social mobility and education. Teacher's role in society.

9. Sociology of curriculum - its construction and principles.

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10. Meaning of society - Social groups, classification of social groups. Family as an important group of society, Functions of family as an informal agency of education, meaning of culture, effects of culture on society. Culture as a basis for general and moral education.

11. Social interaction: meaning and scope - various types of social interaction - role of education to bring proper balance in the society - mass media of instruction.

12. State and its function towards education - Relation of state and education. Monarchy and education - Education in aristocracy - Dictatorship and education - Democracy and education - Education in Welfare State.

13. Education as a social subsystem and as a process - Concept of social system. Specific characteristics of education as a social subsystem.

14. Education as a social process
Theories of socialization - Role of family, caste and state in preservation, transmission and enrichment of culture.
Change and education and social dimension of Indian education. Change and education. Concept of change and planned change - Process of planned change - Functions and qualities of change agent - Approaches to religious and moral education - Humanistic and spiritual approaches. Socialistic pattern of society and education - existing educational disparties.

15. Sociological approaches to problems of education.
Impact of society on personality development. Problems of discipline at home, at school and in the community. Society advance their physical, mental, psychological, social and economic problems and the role of education in dealing with them.

16. (a) Agencies of socialization.

Community - mass communication media - Forms of government - social and voluntary organization and their impact on education.

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(b) Community service - Integrated Rural Development - Community service by Youth - Twenty point programme.

17. Functions of Education

(a) as a contributor to economic growth, technological change, industrialization and modernization.

(b) equalization of educational opportunities - social stratification and mobility - removal of caste, creed and regional prejudies and social integration.

(c) role of education in the control of population - family education in promoting environmental hygiene, ecology in promoting health, conservation of value and development of good citizenship.

18. Educational Sociology - meaning and concept - social structure

(a) Primary structure - society - group-institution, community.
(b) Ancilliary structure - professional organization
(c) Social interaction - integrative and disintegrative social forces - social interaction process in school

Lecture and discussion (10 hrs.)

19. Social change - family and socialization - school and socialization - community and socialization - religion and socialization.

Lecture and discussion (15 hrs.)

20. Social mobility - horizontal and vertical mobility - role of education in promoting social mobility. (5 hrs.) Lecture

21. Education and economic order - Education as an investment - Education and Employment, manpower needs of the country -State's help and control over them to maintain efficiency - Problem of autonomy for higher education.

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(6 hrs.) Lecture and discussion

22. Socio-metric techniques - stars - isolates

(4 hrs.) Lecture and discussion

23. Education as a social subsystem and as a social process
Education as a social subsystem - Education as a social process. Theories of socialization - Process of acculturation and socialization. Role of family, caste and state in preservation, transmission and enrichment of culture.

24. Change and Education and social dimension of Indian Education - approaches to religion and moral education- Humanistic and spiritual approaches - socialistic pattern of society and education - existing educational disparities.

25. Philosophy and Sociology of Education

Part B - Sociology of Education
Social Foundations for Education in India - Democracy, Socialism, Secularism, National consciousness - working with community and problem of education of weaker sections of society. Education in relation to social, economic and political system - Group Dynamics in Educational field.
Education and Social change - Determinants of educational possibilities.

Study of educational sociologist - A detailed study of and one sociological innovation in education - A survey on social determinants of education and their relative importance.

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26. Educational and social group - social classes and education - Caste and ethnic groups - relationship with life construction, caste and prejudices - Education and Social change - Education and social mobility - Education and economic order - Education and National integration - Education and international integration.

27. Sociology of Education

Meaning of culture and aspects of cultural change - role of culture in education - factors of society that condition education: population, social classes and castes, mobility in the social structure, languages, social organizations, economic and industrial institutions, governmental, cultural and recreational agencies, mass media.

Educational planning and social programme - Treatment should be with special reference to India.

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Board Objectives

1. To understand the nature of psychology as a scientific discipline, with its methodology and different schools/ approaches (of current relevance) with their basic positions, significant differences and complementarity.

2. (a) To understand the nature, scope and value of educational psychology as a field of applied psychology.

   (b) To appreciate the purpose and role of education as one in helping and guiding the self actualization and self enhancement of individuals in a social context.

3. (a) To understand the nature and development of children and adolescents, through the different sequential stages of development in its major dimensions and their implications for educational practice;

   (b) To understand and appreciate the common characteristics, needs and problems of children and adolescents at sucessive stages of development and appropriate ways of dealing with/treating them;

4. To understand and appreciate the range and distribution of individual differences in respect of variables/attributes significantly relevant to education, along with the factors influencing them, the techniques of measuring/assessing them and the optional ways of adjusting for them in the educational system.

5. To understand the nature of creative talent and processes, and of creative individuals, and the implication for identifying and nurturing such talent.

6. To understand the nature and processes of learning of different types (relevant to human beings) by different types of learners.

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7. To understand, appreciate and synthesise the basic concepts and principles offered by major theories/ theorists in explaining learning of different types, and their implications for and application to learning situation.

8. To derive and appreciate the optimal condition, principles and methods of effective learning, remembering and transfer.

9. To understand the nature of motivation and different forms/levels of motives, and their role in and implications for human life in general and learning in particular.

10. To understand the development, structure and functioning of personality, as synthesized from the acceptable and valid basic concepts and principles in the explanation offered by different major theorists/theories and their implications for educational practice.

11. To understand the nature and process of adjustment and the factors influencing it, the machanisms/strategies of successful/(effective) adjustment and of maladjustment- and their implications for education.

12. To understand the nature of mental health, with its positive and negative attributes, and emphasis on anxiety and tension, and principles of mental hygiene- with their implications for educational practice.

13. To develop adequate familiarity with (and give some training in) the selection, administration, scoring, interpretation and use of tests/inventories of relevant attributes.

Content outline

Unit I. Educational Psychology as a field of applied psychology

I Psychology as a scientific study, its concerns (behaviour experience, mind, consciousness,)methods followed

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in pshychology (observation, survey, testing, interview, self-reporting, including introspection, case study, experimentation).

II Major schools/approaches of current relevance: Behaviorism, Gestalt, Psychoanalysis (with its new forms and interpretation), humanism (their basic position, complementarity and synthesis).

iii. Neurological and other biological factors of significance in psychological functioning/processes, the concept of man as a bio-psycho-social organism.

iv. Educational Psychology as psychology applied to education; their inter-relationship; scope of study/coverage.

Unit 2 Development

i. Development - Concept, stages, dimensions, methods of study, developmental tasks.

ii Factors influencing development - genetic, biological, environmental.

iii. Physical and motor development - trends and patterns

iv. Cognitive development (successive stages with their emerging sequential capabilities, generalisations etc. following Piaget, Bruner etc.).

v. Language development (emphasis on syntax and structure, semantics).

vi. Social development - trends, changes, patterns.

vii. Emotional development - trends and changes; aesthetic development.

viii. Moral development (with reference to Piaget, Kohlberg etc.)

ix. Common behaviour, characteristics and problems of childhood, transition period, and adolescence.

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Note: Dimension-wise analysis may be supplemented with stagewise restructuring or synthesis through selfstudy/ tutorials/seminar.

Unit 3 Learning

i. Learning - concept, nature, types/forms

ii. Basic concepts and principles of major theories, taken in meaningful groups: connectionist-behaviourist,(Pāvlov, Skinner), cognitive-field (including Tolman, Kohler and Herkes, Wertheimer), Ausubel's meaningful reception learning and advance organisers, Bandura's 'identification with model's and observational learning. Burner's emphases (forms of representation, sequence, structure, strategies, heuristic or discovery) Humanist emphases (solf-discovery, self-appropriation) etc.

iii Modern information processing theories in their essence, with focus on STM, LTM etc. with their neurophysiological bases and emphasis on semantic ending and structuring.

iv. Gagne's hierarchy of learning types and conditions with his own and other appropriate modifications.

v. Learning of concepts, principles, learning hierarchies, problem-solving, cognitive strategies, attitudes and values,problem solving skills.

vi. Programmed learning (as cumulative-cognitive construction) and self-learning.

vii. Mastery learning - concept, principles, system (with module approach).

Unit 4. Further Issues relating to Learning

i. Remembering - and forgetting: information processing theory, interference theory, favourable conditions and methods.

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ii. Transfer of learning - concept, explanation/theories, favourable conditions and methods.

iii. Motivation - 'affect', temporary and stable; categories/ forms/levels of motives (especially social, cognitive, esteem - esp. n-ach; competency; ego-integrative/involving) different views on place of motivation in learning (general, Tolman, Skinner, Kelley etc.) reciprocal relationship between motivation and learning; common and special methods for raising immediate and stable motivation.

Unit 5. Group dynamics - Characteristics of groups, affiliation, Group processes, inter-personal relation, sociometric grouping, social-emotional climate of the classroom and teacher characteristics influencing it.

Unit 6. Individual Differences

1. Concept of intra-and inter-indifferences, relevant attributes, methods of study/ assessment.

2. Intelligence and cognitive abilities/capabilities (with content, structure and function); recent trends in testing intelligence/cognitive capabilities.

3. Aptitudes - concept, measurement, DAT batteries, tests for specific components, predictive power and validity.

4. Creativity - nature, process, capabilities, fostering creativity and guiding creative children.

5. Concept and measurement of Interests - Attitudes - Values.

6. Personality - factors/traits, qualitative assessment, projective techniques.

7. Adjustments in teaching-learning, common measures in classrooms; special methods and system (including grouping and individualisation, differential pacing and curriculum; programmed learning and mastery learning).

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8. Education of special categories - the gifted, the slow learners, the retarded, the sensorily handicapped, etc. (Principles, adjustments, integration, in brief).

Unit 7. Personality (with a holistc, phenomenological, humanist orientation)

1. Personality - concept; type, trait and factor approaches to analysing/assessing personality (brief introduction)

2. Development of Personality - Explanation of Freud (id, ego, super-ego), Erkson (psycho-social stages) Allport (stages upto proprium).

3. Structure of personality: Freud (id,ego,super-ego,and the conscious,sub-conscious,unconscious), Allport (levels of traits), Eysenck and Guilford (dimensional structure); factor-cum-trait structure (Cattell) etc.

4. Functioning of personality: selected concepts from Freud, (Libido, Conflicts, Repression,Regression,sublimation etc.) Jung (universal psychic energy, introversion-extroversion), Adler (compensation and style of life), Karen Horney (needs and neurotic anxiety, social behaviour), Erich Fromm (basic personality needs, fear of escape from freedom, new interpretation to some key Freudian concepts, etc.) Kelly (personal constructs), Maslow (hierarchy of motives going upto self-actualisation), Rogers (analysis of human nature and emphasis on self-enhancement).

5. Synthesis of different views; the concepts of 'mature personality'; 'Sthithaprajna'; Value of Yoga and meditation in raising the powers of the mind and the level of consciousness.

Unit 8. Adjustment and mental health

1. Concept and inter-relationships

2. Mechanisms of adjustment (positive, defence, escape, withdrawal, compensatory mechanisms.

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3. Anxiety, conflicts, stress, tension, coping.

4. A brief introduction to Common forms of neuroses, psychosomatic disorders and psychoses (to help, identify possible cases that need specialised treatment).

5. Principles of mental hygiene - preventive, constructive and curative measures - role of and implications for education.

Approach, Thrust and Strategies in Treatment and Teaching-learning

1. Focus should be on basic/essential concepts and principles, meaningfully selected on the principles or criteria of relevance, utility value, conceptual clarity and validity (or soundness) and cognitive consonance and harmony.

2. Different points of view, explanations, principles, concepts etc. coming from different schools/theories/theorists about the same topic or issue or theme must be inter-related and integrated or synthesised to form a unified cognitive structure marked by adequacy, balance and harmony.

3. For all concepts, principles, theories and other structures with relevance to educational practice in any of its dimensions, the important implications and applications must be brought out adequately (This dimension of treatment and learning must get due weightage in education).

4. A humanistic-cum-cognitive field approach may be adopted for the treatment all through, accepting and treating behaviour/performance as manifesting/demonstrating/evincing internal structures including learning outcomes.

5. Lectures should be minimised; in the least they should be converted and strengthened into interactive discussions with a lot of student participation, using a

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range of visual aids including schematic representations or structured models. Team-teaching and panel discussions may be employed where convenient, especially for discussing controversial issues on presenting and synthesizing different points of view.

6. Responsible student learning, (individual and group) through guided or independent study, theoretical and practical assignments, tutorial and seminar discussions etc. must be maximised.

7. Wherever comprehensive and thorough-going instructional materials in simple, logical, textbook style presentation or in some form of programmed auto-instructional structure is available or at least clear and specific references can be pointed out, the students must be persuaded to read/study the topic in advance, and have only questions for clarification, criticism, restructuring and addition by way of implications and applications discussed in class.

8. 'Case discussion' method may be adopted to make learning concrete and meaningful, and this may be preceded and/or followed by reading of well-prepared learning material.

9. Concepts and principles from Indian Psychology may be quoted and integrated into modern psychology, wherever relevant and possible; illustrations and analysis must essentially be from Indian situation (though others could be added for the sake of generalization).

10. Research findings, with their interpretation and implications, and research needs/problems in contemporary India must be quoted/identified, wherever possible.

11. Practical work in respect of test administration, scoring interpretations etc. (at least) must be attempted.

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Evaluation

1. A comprehensive scheme of evaluation, with due emphasis on and weightage to different levels of objectives, forms of performance, units of content, etc. employing a variety of techniques and tools must be planned and notified at the beginning of the course.

2. Adequate formative evaluation through classroom interaction and discussion, presentation and discussion in tutorials and seminars, quiz, theoretical and practical assignments (by-products), etc. must be attempted, and these may be marked in grades at different times summated into an overall grade, and converted into marks, with 20 to 25 of the total credit for sessional work.

3. Adequately comprehensive summative tests must be given with suitable periodicity, preferably at the end of each major unit or a few that go together. Objective type and very short/specific answer type questions must be used in such tests, for the sake of clarity, clarification and meaningful feedback.

4. A suitable blue-print must be prepared notified and followed for any terminal examination, internal or external, to balance weightage to different objectives/ learnings, content, units, etc.

5. Essay type must be used minimally, and only when controversial issues are to be discussed or different points of view have to be presented, critically examined and synthesized. Short essays, with greater specificity and clearer thrust or focus may be preferred otherwise. A large proportion of really short answer questions, with clear focus on concepts, principles, theories, structures, etc. may be included with appropriate behavioral outcomes in interpretation or elucidation, illustrations, discrimination pointing out implications, and/or applications, actual application in problem-solving, critical judgement or evaluation, etc.

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METHODOLOGY OF EDUCATIONAL RESEARCH

A course in Methodology of Educational Research in the M.Ed. programme should be considered as an initiation into research process. The theoretical treatment would be strengthened by its practice in the form of a dissertation, which should at least be considered as a form of apprentice-ship training. The course should stimulate a questioning mind, seeking truth, distinguishing between fact and opinion, impressions and proven evidences and subjective and objective interpretations.

An attempt may be made to dispel persistent prevailing notion that use of statistics is an essential part of educational research or that a piece of research is valued more if it incorporates use of statistics. Also, the belief that scientific method with its well structured steps is the only method of inquiry should also be removed. The student should also be familiarised with qualitative analysis, descriptive reporting and findings based on rigorous application of reasoned criticism.

Objectives

The student -

1. understands and appreciates the role of research in the theory and practice of Education.
2. Develops an inquisitive mind and spirit of inquiry.
3. Develops ability to grasp the essence of reported research.
4. Develops the competence and ability to plan, execute and report research.
5. Develops the ability to apply research findings in educational practices.

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Course Outline

Unit I

Methods of Acquiring Knowledge

(1) Tradition
(ii) Experience
(iii) Reasoning: Inductive and deductive. Nature, Methods and steps of the following Approaches for Acquiring Knowledge:

(i) Positivistic
(ii) Dialectical
(iii) Empiricism
(iv) Scientific thinking

Unit 2

Educational Research

(i) Meaning
(ii) Scope
(iii) Need and Importance
(iv) Characteristics
(v) Constraints and limitations
(vi) Ethical considerations
(vii) Levels: Theoretical, Applied and their interrelatedness.

Unit 3

Areas of Educational Research

Classification of Areas with respect to:

(i) Content of education
(ii) Stages
(iii) Instruction
(iv) International and national perspective
(v) Social and cultural needs
(vi) Economic and political situation
(vii) Historical content.

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Unit 4

Research Problem

(i) Identification on the basis of
(a) Experience (b) Discussion (c) Literature (Types & Sources)
(ii) Criteria for selection
(iii) Scope and delimitations
(iv) Meaning and role of Assumptions, Constructs, Laws, Theory, Hypothesis, Propositions, Axioms and Postulates.
(v) Hypothesis
(a) Characteristics (b) Types (c) Formulation (d) Testing

Unit 5

Data Collection

(i) Criteria of the data needed
(ii) Types of Data: Qualitative and Quantitative
(iii) Techniques and Tools
A. Characteristics, types and uses of:
(a) Document scrutiny (b) Observation (c) Questionnaire (d) Interview (e) Rating Scales (f) Schedule (g) Tests: Psychological Educational & Sociometric
B. Selection of Appropriate Tools.

(iv) Sampling

(a) Population and Sample
(b) Methods:
Probability Sampling
1.Simple Random 2. Cluster 3. Stratified
4. Multistage
Non-Probability Sampling
1. Quota 2. Judgement 3. Purposive
(c) Sample Size
(d) Errors
(i) Sampling and non-sampling

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(ii) Systematic and Random
(iii) Control of different errors

Unit 6

Approaches

(i) Historical (ii) Philosophical (iii) Descriptive
(iv) Experimental

Unit 7

Analysis of Data

(i) Qualitative
(a) Criticism: External & Internal
(b) Content Analysis

(ii) Quantitative
(a) Descriptive and inferential statistics
(b) Organisation and tabulation of data with respect to the nature of Measurement: Nominal, ordinal, interval and Ratio

(iii) Graphical Representation of Data
(a) Histogram (b) Frequency Polygon (c) Ogive
(d) Pie Diagram

(iv) Measures of Central Tendency
(a) Mean, Median, Mode, Geometric Mean and Harmonic Mean
(b) Uses and Computation
(c) Selection of appropriate Measure

(v) Measures of Varability
(a) Range, Quartile Deviation, Average Deviation, Variance, Standard Deviation and Co-efficient of Variation.
(b) Uses and Computation
(c) Selection of the appropriate measure

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(vi) Probability Distributions
- (a) Concept of Probability
- (b) Binomial Distribution: Concept and Nature
- (c) Normal Distribution: Characteristics, Use of Normal Table, and Applications.
- (d) t-distribution: Concept and nature
- (e) Concept, Uses and computation of Kurtosis and Skewness

(vii) Measures of Relative Positions
Uses and Computation of:
- (a) Percentile and Percentile Rank
- (b) Standard Scores
- (c) T-Scores
- (d) Stamine Scores

(viii) Measures of Relationships
- (a) Correlation: Concept and Uses
- (b) Measures of Correlation:
  - (1) Concept of Regression
  - (2) Framing of Regression Equations and their use.
  - (3) Accuracy of Production

(ix) Inferential Statistics
- (a) Parameter and Statistics
- (b) Parametric and Non-parametric statistics

A. Parametric Statistics
- (a) Sampling Distribution of Statistics
- (b) Standard error and Reliability of statistics
- (c) Computation and Uses with respect to: Mean, Standard Deviation and Product Moment Correlation
- (d) Null Hypothesis:
  1. Concept of Null Hypothesis
  2. Concept of levels of confidence
  3. Concept of tests of significance
  4. One-tailed and two-tailed tests
  5. Type I and Type-II errors.

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(e) Testing the significance of the difference between the following statistics for independent and correlated samples
1. Means 2. Standard Deviations
3. Product Moment Correlation

B. Non parametric Statistics:
2. Data in the form of percentage

C. Use of computer (elementary ideas) in Data Analysis.

Unit 8

Interpretation of Results of Analysis in terms of:

(i) Objectives (ii) Hypotheses (iii) Limitations of tools and data (iv) Earlier findings (v) Unstudied factors (vi) Intervening variables (vii) Collating Results obtained through different techniques of Analysis

Unit 9

Generalization of Results

Generalization
(i) Bases (ii) Justification (iii) Implications for Researchers and Practitioners.

Unit 10

Preparation of Research Documents

(i) Research Proposal
(ii) Research Report
(a) Thesis and Dissertation for various degrees
(b) Abstract (c) Summary (d) Monograph
(e) Research paper for Journals/Conferences/ Workshops etc.
(iii) Research, Reporting for Practitioners and others concerned.

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Appendix-15

Professor B.P.SINGH

DIRECTOR (SCIENCE)

GRAMS: UNIGRANTS
TELEX: 31-65913 UGC IN
UNIVERSITY GRANTS COMMISSIONN
BAHADURSHAH ZAFAR MARG
NEW DELHI - 110 002

D.O.No:F.1-1/87(Director/Sc)/Misc.

4th June, 1987.

Dear Professor Ramkumar:

Kindly refer to your letter No.Edn/CD/135/87 dated 27th May, 1987 regarding curriculum development in education. The curriculum should be in a modular form and each module should be broken into cohesive units as required in our recent letter of even number dated 11th May, 1987. It is requested to send the audited accounts of Rs.4 lacs through the university sot that the question for releasing further grant of Rs.2 lacs may be considered at the earliest.

The request for diversion of funds from TA/DA and other heads is under consideration.

Kindly send the different proforma duly filled as requested in our letter of even number dated 11th May, 1987.

With kind regards,

Yours sincerely,

Sd/-
(B.P.Singh)

Dr.Vasantha Ramkumar
Professor & Head
National Co-ordinator
UGC Curriculum Development Centre
University of Kerala
Trivandrum-695 014.

/True Copy/

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MODULES

A module is a learning package which contains everything needed by the student for self instruction.

The components of a module are:

1. Statement of purpose
2. Desirable pre-requisite skills
3. Instructional objectives
4. Diagnostic pre-tests
5. Implements for the module
6. The modular programme
7. Related experiences
8. Evaluative post test
9. Assessment of the module

Procedure in the development of a Module

1. Select a topic and break it down to small manageable units.

2. Select or prepare performance objectives for the learning unit or module.

3. Identify the activities for the student to meet the objectives.

4. Determine the level of mastery or competency needed by the student to begin the activities.

5. Prepare an outline of a study guide for use of the child.

6. Prepare instructions for helping the student proceed through the module.

7. Try out the module with a few students and observe whether or not the sequence of instructions and available materials are adequate.

8. Refine the module from the comments and observations of students and colleagues.

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The following are some of the advantages of modular approach.

1. There are probably much greater individual differences among students. Even the 'slow' lerners can become higher achievers in a programme where they are allowed to work out their own speed.

2. Through the use of behavioural objectives, students know exactly where they stand.

3. The boredom of classroom teachers and regimentation is replaced by true individual investigation. The teacher only acts as a helper or director.

Module Approach

What is a module? Stated simply, module is a self-contained and independant unit of instruction with the primary focus on a few well-defined objectives. The substance of a module consists of materials and instructions needed to accomplish these objectives. The boundaries of a module are definiable only in terms of stated objectives. The module consists of the following components: (a) Statement of purpose (b) desirable pre-requisite skills (c) instructional objectives (d) diagnostic pre-test (e) implements for the module (f) the modular program (g) related experiences (h) evaluative post- test (i) assessment of module (Creager and Murray,1971).

This definition was the result of a meeting of several biologists under the sponsorship of the American Institute of Biological Sciences. While this meeting was not the origin of the concept, it did much to promote the idea of modules. No definition of module has been acceptable to everyone to include all sorts of units, materials, and the combinations. However, in each case a module seems to represent a self-contained instructional package covering a single conceptual unit of subject matter. The idea did not have its inceptions in any one individual or individual groups, but has generated spontaneously by many people interested in improving education and instructional design. The use of modules grew rapidly through the 1960's and 1970's, and currently the modular approach is well-entrenched as a means of tailoring instruction to individual needs. Nearly all individualized instruction is based on the use of modules, minicourses, concept-o-packs, or otherwise defined components of a whole. (See individualized instruction, individualized school programmes; minicourses).

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1. Programmed Instruction (1950's)

The development of a module dates from the early day of programmed instruction in the 1950's. Most of the early paper and pencil programs were designed to teach small units of subject matter - operating a slide rule, playing chess, writing a declarative sentence, using a Pythagorean theorem, and so on. The research of B.F.Skinner at Harvard University in the middle and late 1950's and others during this period led to the formulation of several teaching principles which became characteristic of programmed instruction: Small steps, active student involvement, immediate confirmation, reinforcement and self-pacing. These same principles are used in making modules.

2. Audio-tutorial and Personalized System Approaches (1960's)

Two approaches to individualized instruction in the 1960's helped to further clarify and implement the modular concept. In 1961, S.N. Postlethwait began using audiotaped presentations to supplement the instruction in his Botany Course at Pardue University. (Postlethwait et. al. 1972) During the next decade, he developed the audio-tutorial approach which is structured around a self-instrucitonal learning carrer (see Independant Study). The system he developed incorporated objectives, a programmed audio-tape, printed study guides, visual aids, and actual botanical specimens. The subject matter was divided into units, he called "minicourses" which permitted variable credit, self-packing, and so on. As used in his courses, the system also provides for teaching assistants to aid students in understanding complex concepts. The audio-tutorial approach has proved to be an effective and successful learning experience for many students.

In 1963, Fred Keller and Gilbert Sherman developed personalized system instruction (Keller 1968) (see Keller plan A personalized system of Instruction) This approach involved primarily written materials and the use of tutors to interact and test the student's progress. Progress was measured by tests over individual subject matter units taken in connection with tutors. Structure for a course was provided by the use of written guidelines which directed the student's reading and other associated activities. Motivational activities such as lectures and films were used as the teacher felt desirable, depending on the subject matter. The personalized system of instruction, sometimes called the Keller Plan has been

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widely adopted by many teachers and in many different subject areas. Research data indicate significant improvement of learning when this approach is properly implemented.

Advantages and Disadvantages

The following list contains some of the advantages offered to a teacher who uses the modular approach.

(a) The use of modules provides an opportunity for organizing numerous sequences of experience to reflect special interests of the teacher or the student.

(b) Self-instructional units allow the teacher to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject matter already known by the student.

(c) The modular approach provides a way of assessing the student's progress in learning.

(d) Modules reduce the routine aspects of instruction leaving the teacher free to engage in personal contact with the student.

(e) The independant nature of self-instructional units facilitates the updating of study materials without major revisions.

(f) Modules can serve as models for teachers who wish to develop their own materials and insert their own individuality.

(g) Self-instructional units potentially can be exchanged between institutions.

In the same context,the modular approach offers avenues for individualized study on the part of the student. The following is a list of some of the possibilities inherent in such a scheme of study for the student.

(a) The student must be involved in the learning process. So his or her commitment to the task is likely to be enhanced.

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(b) A large pool of modules will permit students to explore portions of subjects of particular interest without having to enroll in a full course containing topics not relevant to their needs.

(c) The students have full control of the rate of study. Thus they can progress at their own pace.

(d) Students are not forced to cover materials which are already familiar to them.

(e) The consequences of failure are reduced. Each student can master each module completely before proceeding to the next.

(f) Each student can participate in the decision as to whether he or she has learned the subject matter adequately.

(g) It may be practical for some modules to be checked out and studied at home, resulting in a saving for both the student and the University.

(h) Each student has the opportunity to develop a sense of responsibility for his or her own learning.

And finally, there are advantages to the institutions which must not be overlooked. Some of these follow.

(a) Modules make it possible to define the content of a course so that inadvertent duplications or omissions can be avoided and members of other departments can determine what portions of courses might be useful to their students.

(b) Modules can provide for dividing the responsibilities of course preparation among members of a team, thus achieving the main advantage of team teaching without many of the disadvantages of team teaching (see team teaching)

(c) Modules are exportable from the campus to another so that the expense of preparation can be shared among institutions. Many can benefit from the modules prepared at any one institution.

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(d) In the evaluation of the productivity of teachers, an institution could treat the preparation of modules in the same light as publications are now treated.

The modular approach has been proven to be an effective and efficient tool to help students learn. Most subjects can be taught with this approach. The production of instructional materials is time consuming, but modular effectiveness can be evaluated and thus revisions can be done in a positive way. For some teachers and for some subject matter this creates problems however, the use of modules is slowly being widely accepted.

Research on Modules:

A computer literature search in May 1982 as "Modules Effectiveness" recorded 4,594 entries. Clearly, a tremendous amount of research has been conducted attempting to document the value of modules to instructional design. Unfortunately, since no specific definition of module is universally accepted by all researchers, it is not possible to generalize about the use of modules despite the widespread investigation. Much of the literature refers to a specific situation involving a local interpretation of the nature of a module and locally produced materials. These materials can range in construction from excellent to poor and can incorporate good learning principles or almost none at all.

One of the leading efforts to evaluate modules in a systematic way has been done by James A. Kulik and his co- workers at the University of Michigan. Their work has focused primarily on the personalized system of instruction. A paper by Kulik et.al. (1976) for example states:

"The effectiveness of PSI has been measured with several criteria; end-of-course performance, retention, transfer, and student attitudes. By any of these measures, PSI is more effective than conventional methods of college teaching. Recent research also suggests the PSI is an efficient method of learning for students. PSI and conventional courses apparently make equal demands on student time, eventhough students in PSI courses generally outperform students in conventional courses.

Besides making a case for the effectiveness and efficiency of PSI, researchers have also begun to discover the

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reasons for its effectiveness. The key features of the system appear to be three: small steps, immediate feed back, and a unit-mastery requirement. While mastery models of instruction suggest that these instructional features will be of most benefit to the lower aptitude student, empirical results suggest that the picture is more complex. In some courses, higher aptitude students benefit most from the introduction of these instructional features, but in other courses, PSI procedures have their strongest impact on lower aptitude students."

(See also): Keller Plan: A personalized system of Instruction, Curriculum packages; Minicourses; Individualized Instruction; programmed Learning.

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1. Prof. A. Sukumaran Nair - University of Kerala
2. Prof. D.B. Desai - M.S. University of Baroda
3. Prof. R.N. Mehrotra - University of Delhi
4. Prof. P.R. Nayar - University of Mysore
5. Prof. Lokesh Koul - Himachal Pradesh University
6. Prof. K.L. Pandit - Nagpur University
7. Prof. S.N. Singh - Banares Hindu University
8. Prof. S.C. Sharma - Andhra University
9. Prof. R.P. Singh - Patna University
10. Prof. L.C. Singh - NCERT, New Delhi
11. Mr. P.I.A. Karim - University of Kerala
12. Dr. M.S. Gomathy Ammal - University of Kerala
13. Prof. Vasantha Ramkumar (National Co-ordinator) - University of Kerala

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MINUTES OF THE UGC GROUP DISCUSSION ON REPORT OF

CURRICULUM DEVELOPMENT CENTRE IN EDUCATION

HELD ON 25TH OCTOBER 1988

AT

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

DELHI

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The one day seminar organised by UGC to discuss the Report of the Curriculum Development Centre in Education was held on 25.10.1988 at the National Institute for Educational Planning and Administration, New Delhi.

The following were invited to attend the Seminar.

Participants

1. Prof. Vasantha Ramkumar, Co-ordinator, Curriculum Development Centre in Education, Department of Education, Kerala University, Trivandrum.

2. Prof.(Miss) M.D. Bangalee, Vice-Chancellor, University of Bombay, Bombay.

*3. Prof. P.L. Malhotra, Director, NCERT, 17-B, Sri Aurobindo Marg, New Delhi-1100001.

*4. Sri. Anil Bordia, Secretary, Department of Education, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi.

*5. Shri. J.Veera Raghavan, Secretary, Planning & Co-ordination, Ministry of Human Resource Development, Govt. of India, New Delhi-110 001.

*6. Prof. P.K. Dongre, Centre for Advanced Study in Education, M.S. University of Baroda, Baroda-390 002.

*7. Prof. (Miss) Safia Sultana, Department of Education, Aligarh Muslim University, Aligarh.

*8. Prof. S.K. Pal, Department of Education, Allahabad University, Allahabad.

*9. Prof. T.S. Rao, Department of Education, Banaras Hindu University, Varanasi.

10. Prof. R.N. Mehrotra, Department of Education, Delhi University, Delhi.

11. Prof. N.K. Dutt, Department of Education, Delhi University, Delhi.

12. Prof. (Miss) K.Bose, Department of Education, Delhi University, Delhi.

*13. Prof. B.K. Passi, Department of Education, Devi Ahilya University, Indore

14. Prof. S.P. Ahluwalia, Department of Education, Dr. Hari Singh Gaur University, Sagar

* could not attend

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*15. Prof. Lokesh Koul, Department of Education,
Himachal Pradesh University, Simla

16. Prof. S.C. Ghosh, Department of Education,
Jawaharlal Nehru University, New Delhi.

*17. Prof. C.L. Anand, Department of Education,
North Eastern Hill University, Shillong - 793 001.

18. Prof. J.N. Joshi, Department of Education,
Panjab University, Chandigarh.

19. Dr. Beena Shah, Head, Department of Education, Dean, Faculty of Education, Rohilkhand University, Bareilly-243 001. (U.P.)

20. Dr. Satya Bhooshan, Director, NIEPA

21. Prof. K.M. Bahauddin, Executive Director, NIEPA.

22. Dr. S.C. Ghosh, Jawaharlal Nehru University, New Delhi.

23. Dr. M. Mukhopadhyaya, NIEPA, New Delhi.

24. Dr. Sushma Bhagia, Reader, NIEPA, New Delhi.

25. Dr. R. Govinda, Senior Fellow, NIEPA, New Delhi.

26. Dr. K. Sudha Rao, Fellow, NIEPA, New Delhi.

27. Dr. M.S.Gomathy, Amal, Dept.of Education
University of Kerala, Trivandum

28. Mr. K.P.Chacko,
University Kerala, Trivandum.

29. Dr. P.H.S. Rao, Joint Secretary, UGC, New Delhi.

30. Dr. B.P. Singh, Director (Science) UGC, New Delhi.

The Seminar was inaugurated by Dr. Satya Bhushan, Director, NIEPA, who also chaired the inaugural session. Sri. Bahauddin, Joint Director, NIEPA, welcomed the participants. Dr. Satyabhushan and Dr. Bahauddin, stressed the importance of a well developed curriculum as a starting point in educational planning and practice and appreciated the work of the Curriculum Development Centre for the success achieved through hard labour and prolonged discussions. Dr. Satyabhushan*, will be a radical departure

* also remarked that the curriculum when implemented.

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from what we have been hitherto doing, taking us to what we should be doing.

Dr. B.P. Singh expressed his sincere thanks to the Director and Executive Director of NIEPA for providing the facilities for holding the seminar at NIEPA and Prof. Vasanta Ramkumar for excellent job done by them. Dr. Singh then requested Dr. Vasantha Ramkumar, National Co-ordinator, Curriculum Development Centre in Education, University of Kerala to present the Report.

Dr. Ramkumar expressed the sincere thanks to all the members of the National Committee to the UGC for the opportunity to develop a national curriculum for teacher education with official sponsorship, thus assuring its implementation. She also expressed her thanks on behalf of the Department of Education, University of Kerala to the U.G.C. for identifying the Department of Education as the National Centre for Curriculum Development in Education.

Dr. Ramkumar thanked Dr. Satyabhushan for placing the report in context. In her report Dr. Ramkumar detailed:

a. The conditions prescribed by UGC for preparation of the report.

b. The difficulties experienced by the Committee in development of the Curriculum.

c. The challenges faced by the Committee in accommodating the conditions prevailing in the country, the professional nature of the course, and the different categories of target personnel.

Dr. Ramkumar stressed the two significant purposes in framing the curriculum:

1. Improving the effectiveness of the formal system of education.

2. Increasing the capabilities of teacher educators as human resource.

The Committee based its work on the need for providing a strong research and teaching basis for the discipline, and the requirement to satisfy all the important criteria of evaluation of the curriculum, which were both critical for the discipline.

The operational details of the Centre such as the composition of the Committee, the details of committee meetings, and the preliminary tasks completed at the Centre were reported. Besides the main task of development of curriculum, the department had prepared materials and completed the annexures prescribed by the U.G.C. They included:

1. Analysing the scheme and syllabi of M.Ed. Course and M.A. Education from the different Universities in India.

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2. Identifying the common paper and preparing consolidated syllabi.

3. Preparing the Status Report of the existing syllabi.

4. Completing the annexures prescribeed by UGC which required exhaustive information on the existing conditions.

The main work of the Committee was to:

a. Frame the structure for the Masters Degree programme in Education.

b. Prepare the critiques of existing papers.

c. Prepare the detailed syllabus in modular form.

d. Draw up the list of references.

e. Outline the orientation programme for teachers for implementation of the curriculum.

f. Write the note on promotion of human resource development through the developed curriculum.

g. Make the recommendations for implementation of the programme.

The tasks remaining to be completed by the Curriculum Development Centre were also spelt out. They included:

1. Refinement of prepared modules.

2. Streamlining of references.

3. Deciding on the electives.

4. Preparation of syllabi of elective papers in modular form.

Forenoon - II Session

Dr. (Miss) M.D. Bengalee chaired the second session. The participants expressed their reactions to the Report which was followed by discussion. The members unanimously appreciated the report and congratulated the curriculum Development Centre for its excellent work.

The discussions were mainly centered on two models for the Master's course, the nomenclature of the course, and the structure of the course vis-a-vis other professional courses. The consensus was in favour of the first model. The participants suggestted a few changes for incorporation.

The experts who had earlier participated in the deliberations of the NCTE Seminar to discuss the B.Ed. syllabus, wanted the Centre to examine this syllabus before final adoption. The increase in duration of the course

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suggested in the report was closely discussed. Members were of the firm opinion that the extended duration of the course was necessary to make it meaningful and professional but expressed their misgivings about its acceptance, in the light of earlier efforts. An important aspect that the members explained was that the criticism that the M.Ed. is a mere extension of the B.Ed. would no longer be applicable to the suggested course. The integration of B.Ed. into the M.Ed. programme, making the B.Ed. no longer a prerequisite for M.Ed. was discussed. The possibility of having two degrees, one for practitioners and the other for theorists with different name was also suggested but the need for a single course was accepted. The recommendations of this session were:

1. The first model for structure of the course suggested in the report was preferred.

2. The report should be sent without delay to all teacher education institutions at the post-graduate level and reactions of the faculty obtained.

Afternoon - First Session

The general discussion on the report was continued in this session and was followed by consideration of the implementation process. The session was charied by Dr.J.N. Joshi. In his opening remarks Dr. Joshi said that the curriculum Development group had done a tremdndous job in recommending the changed models for the M.Ed. course, which enabled new dimensions to be added to it. Dr. Joshi continued that the present course required a strong undergraduate profession. The different papers prescribed were discussed. The classification of corepaper and electives was reacted to and modification suggested. The content of the core papers was assessed and certain changes made. The electives to be offered were increased with several suggestions from the members. The syllabi for the new electives were to be prepared.

Recommendations of the session

1. The core/electives were to be made more flexible.

2. Additional electives were to be added.

3. A national meeting was to be held to discuss and decide on the electives.

4. Recent trend in research in the areas of specialisations were to be incorporated.

Afternoon - Second session

Dr. Ahluwalia chaired the second session of the afternoon at which the future role of the centre and the teacher training programme for implementation of the Report were discussed. The participants were of the

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Gandhi Memorial College Of Education Bantalab Jammu

unanimous opinion that the Centre can be continued as a permanent one, in the Department of Education, University of Kerala.

The experts were also of the opinion that the Centre will have to undertake the task of the preparation of support materials for implementation of the curriculum. The necessity of preparing materials taking into consideration the changes in technology and the situation in Twentyfirst century was emphasized. The need to prepare materials on a national scale was pointed. The curricula should also have a detailed section on practicum. Taking into consideration the need now seen in the field of education, a National Documentation Centre on Teacher Education was to be established as part of the Centre. Other tasks suggested for Centre were:

1. Preparation of a National Directory in Education.

2. Annotated bibliography for different subject areas also to be prepared.

3. Workshops at National level are to be conducted for the preparation of standardized books in all subjects.

4. The references are to be updated including the suggestions fromt he participants.

Final session

The final session of the seminar which was chaired by Dr. A. Sukumaran Nair was mainly concered with the recommendations. the Chairman summarised the discussion of the day. In the discussion that followed the main recommendations of the session were arrived at.

Recommendations of the Seminar

1. The U.G.C. Curriculum Development Centre in Education functioning at the Department of Education, University of Kerala, and which has done excellent work, to continue as a permanent centre, with adequate financial assistance from U.G.C.

2. The objectives of the Centre will be:

   (1) to engage in the process of Curriculum Development as a continuing activity;

   (2) to develop curriculum support materials on a national scale;

   (3) to serrve as a resource centre for curriculum materials;

   (4) to act as the main agency for organisation of orientation programmes for teacher educators; at the state, regional and national levels;

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(5) to function as an evaluation agency for monitoring and evaluating the implementation of the curriculum;

(6) to work as the interacting base for networking requirements for teacher education institutions and national agencies;

(7) to act as a clearing house for information on the curriculum;

3. The curriculum to be finalised by completing the following task.

(a) The modules for the core papers to be refined by the National Committe through the required number of meetings;

(b) the electives to be finalised at a National meeting, and after circulating the list to a large number of experts;

(c) sub-committee for the different specialisation areas to be constituted and detailed syllabi of electives prepared at their meeting;

(d) workshops to be organised to convert the syllabi to modules;

(e) list of reference to be reviewed and finalised by National Committee.

4. Copies of the report to be circulated to all institutions, Departments of Education, University and college libraries, to enable reaction by a large number of teacher educators.

5. Seminar/Workshops to be organised periodically at the National Level by the Centre for cross fertilization of ideas.

6. National survey on the existing conditions in teacher training institutions is to be undertaken by the Centre, in collaboration with other nationals agencies such as NIEPA.

7. Curriculum Bulletins and Reports to be published regularly by the Centre for National distribution.

8. Orientation programmes for teacher educators at the State, Regional and National level to be organised.

9. National Documentation Centre on Teacher Education to be set up as part of the Centre.

10. National Directory of Experts in Teacher Education, specilisationwise, to be brought out.

11. Series of workshops with adequate preliminary work to be organised for preparation of textbook for the new curriculum.

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Gandhi Memorial College Of Education Bantalab Jammu

12. The implementation of the curriculum to be closely monitored by the Centre with the assistance of regional centres.

13. The implementation of the curriculum to be closely monitored by the Centre with the assistance of regional centres.

The following recommendations included in the report to be also accepted.

1. Regional Seminars, organised by UGC in collaboration with six departments of education at which teacher educators, administrators, research workers and other personnel in the field of teacher education, including those from undergraduate programme, to discuss and to react to the curriculum.

2. State Level Seminars organised by UGC and the University Departments of Education at which concerned teaching faculty of Master's course in Education discuss and give their reactions to the curriculum.

3. Arrangement of national level lectures on the curriculum to place the curricula in a wider perspective.

4. Publication of articles in the media by eminent educationists, on the existing conditions indicating the need for change and presenting the posibilities of the new curriculum.

5. Specific literature to be prepared and seminars to be organised on the modalities for use of modules in teaching.

6. Comprehensive question banks to be prepared for all papers through workshops.

7. Standing sub-committees for curriculum preparation in the different areas of specialisation to be constituted.

The following recommendations are included for the development of curriculum as an area of inquiry.

1. A statutory body for National Curriculum Development in Higher Education is to be constituted.

2. Department of Education are to be strengthened through adhoc grants from UGC for particular purposes.

3. Publication of a Journal of Curriculum Studies with a widespread circulation through a network of state, regional and national agencies.

4. Research scholarships to be allotted especially for research in curriculum at the doctoral and post-doctoral levels. Research Associates and Research Assistants for curriculum research to be appointed in all University Departments of Education.

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Gandhi Memorial College Of Education Bantalab Jammu

5. Curriculum research to be included in the research agenda of national agencies.

6. Experts in curriculum studies from foreign Universities be invited as Visiting Professors in Departments of Education.

The meeting ended with a note of thanks to the co-ordinator and the participants

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